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ABSTRACT

Project New Pride, a positive approach for dealing with juvenile delinquents with lengthy criminal records and social adjustment problems, is described in this report. The introduction includes the following: a discussion of the problems of juvenile offenders and their present treatment; an overview of the project and its services, which include alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation, and cultural activities; and an overview of the six succeeding chapters, which are intended as a resource manual. These chapters explain the following: the development and organization of the project; referral, selection, and intake processes; operations; costs and results; evaluation guidelines; and replication issues. Appended are the alternative school curriculum materials, the curriculum design for the learning disabilities center, and the Denver High Impact Anti-Crime Program evaluation report. (BM)

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AN EXEMPLARY PROJECT

PROJECT NEW PRIDE
DENVER, COLORADO

by
Carol Holliday Blew
Daniel McGillis
Gerald Bryant

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For further information concerning the policies and procedures of Project New Pride contact:

Terryl Miller
Project Director
Project New Pride
1919 East 21st Street
Denver, Colorado 80205
303-320-4632

or

Thomas S. James
President, New Pride Inc.
1437 High Street
Denver, Colorado 80218
303-355-1661

NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE

Blair Ewing, Acting Director

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

James M.H. Gregg, Acting Administrator

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ABSTRACT

Delinquents with lengthy criminal records place special burdens on the juvenile justice system, yet available services often tend to be focused on the younger pre-delinquents or first offenders. Typically, the more serious offender either winds up in an institution – a costly, often unsuccessful venture – or back on the street with minimal assistance and supervision.

In Denver, Project New Pride has taken a more positive approach by singling out the juvenile probationer with a record of several offenses and social adjustment problems for a year of intensive, individualized treatment. It provides an array of services including alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation and cultural activities.

The National Institute has designated Project New Pride an Exemplary Project and believes that its approach should be considered by other communities.

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CHAPTER I
INTRODUCTION

1.1 Introduction to the Problem

Juvenile crime--particularly burglary, robbery, and assault--is on the rise in almost all American cities. Many juvenile offenders who commit crimes repeatedly face a host of social and personal problems. Some come from broken homes and have dropped out of school. Others are unemployed and virtually unemployable. Such youth have a high probability of graduating from delinquency to adult criminality.

> *Willy is a young Chicano with a history of arrests for burglary, assault, and robbery. He is close to being an alcoholic at age 17. Willy's parents are on public assistance. They are unstable, nonsupportive, and unable to discipline him. Even before dropping out of school, he attended only sporadically. He has been placed on probation repeatedly, but all attempts to help Willy have failed. He has just been rearrested.*
>
> *Margaret is an attractive young girl, very withdrawn, and extremely shy. It is difficult to believe her extensive police record: more than 14 offenses ranging from glue sniffing to prostitution. An unwanted pregnancy shattered an already unstable relationship with her family, and she struck out on her own, supporting herself the best way she could. She has just been caught for shoplifting.*

What can be done to help these kids and others like them?

A common response is to reprimand them, slap them on the wrist, and let them back out into the community, only to face the same social adjustment problems that first led them into criminal activity. That tactic has been consistently unsuccessful.

Another possibility is to incarcerate them, and hope that a prison sentence will deter future criminal behavior. Yet the failures of institutional programs often outnumber the successes.

Given only these possible solutions, the future of these youngsters does not look bright. A more promising approach is one that offers a wide range of services--remedial education, vocational and individual counseling, cultural enrichment--carefully designed to restore the youth's sense of self-worth. This is the approach taken by Denver, Colorado's Project New Pride.

1.2 Overview of Project New Pride

Project New Pride is a community based program offering services to adjudicated juveniles, many of whom have lengthy records of prior arrests and convictions. Most of these youngsters are either Black or Chicano. New Pride operates on the premise that an individual must confront his problems in his own environment--i.e., within the community. To do this the offender must be guided in adopting and maintaining a conventional life-style as an alternative to the delinquent life-style he has known.

New Pride provides this direction by addressing the youth's typically very low esteem for themselves and others. Four main areas of service are incorporated in one program to help the client confront his problems in an integrated manner: academic education, counseling, employment, and cultural education.

Youngsters are referred to New Pride through Denver's Juvenile Court Probation Placement Division. Ninety-five percent of the clients are male. Referrals meet the following criteria:

- They are 14-17 years of age;

- Have a recent arrest or conviction for burglary, robbery, or assault related to robbery;
- Have two prior convictions (preferably robbery, burglary, or assault); and
- Reside in Denver County.

New Pride selects 20 of these referrals at four-month intervals. In its three-and-one-half-year existence, the program has provided services to more than 220 youths.

The Services

For the first three months, youngsters in the program receive intensive services. A nine-month follow-up period continues treatment geared to the youth's needs and interests. The follow-up may involve daily to weekly contact. And in some instances, clients have been served continuously since project inception.

The services provided include the following:

- Education. Based on test results, participants are assigned to classes in either the New Pride Alternative School (located at project headquarters) or the Learning Disabilities Center.

  The Alternative School provides one-to-one tutoring with relatively little lecturing. Staff are strongly supportive of student efforts, encourage their strengths, and try especially to make academic work rewarding to students who have previously experienced repeated failures. Emphasis is on reintegrating students into the regular school system.

  The staff of the Learning Disabilities Center work intensively with clients to correct their perceptual and cognitive disabilities. New Pride stresses the relationship between learning disabilities and juvenile delinquency. In the treatment approach, learning disability therapy and academic tutoring are equally important. Tests administered to

project youth in the first two years of operations showed that 78 percent of the New Pride participants were found t ave at least two learning disabilities. The Learning Disabilities Center has recently received a separate grant and will be able to serve an increased number of clients.

Shortly after Margaret entered the program, New Pride staff realized that she had poor sight and needed glasses. Her counselor helped her get a prescription and worked with her constantly. This disability corrected, Margaret displayed a notable improvement in her studies.

- Counseling. The project attempts to match clients with counselors who can best respond to their role model needs and personalities. Treatment is planned to enhance the youth's self-image and to help him cope with his environment. Each counselor involves himself in all aspects of his client's life and maintains frequent contact with family, teachers, social workers and any others close to the youth. In the nine-month follow-up period, counselors continue to maintain a minimum of weekly contacts with a youth and his family.

The Denver Juvenile Court Probation Placement Division referred Willy to New Pride. His counselor devoted most of the individual counseling sessions with Willy to the subject of alcoholism as a medical problem. H took Willy to an alcohol treatment center to talk to experts, and gave him literature on alcoholism. Once Willy accepted alcoholism as a medical problem, he began trying to overcome his alcohol problem.

- Employment. Job preparation is a key part of the program. The employment component is designed to introduce clients to the working world and its expectations, and to provide employment experience along with much needed income. During his first month of project participation, the youth attends a job skills workshop on such topics as filling out application forms and interviewing. The Job Placement Specialist counsels each client individually to develop vocational interests and to provide

A New Pride counselor meets with two of his clients.

realistic appraisals of career ambitions and requisite skills. Actual "on-the-job training" occurs in the second and third months of program participation.

- Cultural Education. New Pride takes youngsters who have known little more than their immediate neighborhoods and exposes them to a range of experiences and activities in the Denver area. Extensive community contacts have created a rich variety of opportunities including visits to a television station to watch the news hour being prepared, ski trips, an Outward Bound weekend, sports events, restaurant dinners and many other educational and recreational events.

Traditionally, juvenile services have been highly specialized and fragmented. Coupled with this fragmentation was the inconsistency in the delivery of services, which consequently produced negative experiences for some youth. New Pride's approach is to integrate all services, providing comprehensive treatment to its clients, all of whom are "hardcore" delinquents--multiple offenders with a myriad of social adjustment problems. For example, a single youth may receive remedial treatment for a learning disability, take courses for high school credit, be placed in a part-time job, participate in family counseling and experience cultural events at theaters and museums. The staff is familiar with the range of each client's activities and can reinforce gains in any one area. That is why New Pride is a concept rather than just a group of people each trying to answer one problem of a delinquent youth.

New Pride provides intensive services with limited caseloads afforded by a high staff-to-client ratio. The staff include eleven at the central location, seven at the Learning Disabilities Center, and a psychologist, a sociologist, and an optometrist to perform specialized services on an as needed basis. In addition, a well organized program draws a large, diverse group of volunteers from community organizations and local colleges and universities. Students receive credits for a semester's work at New Pride as counseling interns. Community volunteers may tutor clients, develop special activity programs such as a yoga course or mechanical shop, or provide administrative and clerical assistance.

In many instances New Pride youths are tutored by volunteers who are not of the same ethnic or racial group. The staff feel that bringing together inner-city, minority, delinquent youths and volunteers from widely varied backgrounds is vital. This contact helps both groups learn to cope with differences and gives them the opportunity to develop more favorable attitudes toward each other.

> *Willy and his volunteer tutor have developed a very special relationship. That Willy is Chicano and his tutor is white is not what makes their relationship so special. His tutor is blind. In part to show how much he appreciates his help, and in part to impress him, Willy is learning how to read Braille.*

Arrangements and relationships established with local court and probation officials have been integral to successful project operations. Furthermore, New Pride is involved with and derives support from numerous community and business organizations. With the support of both the legal and business communities, New Pride has succeeded in responding to the needs of the youths and of their communities.

The initial support and design of New Pride developed under the sponsorship of the Denver Mile High Chapter of the American Red Cross. The Denver Anti-Crime Council (DACC) then funded New Pride from July 1973 to July 1976. Since the termination of DACC funding, the project has been funded by the Colorado Division of Youth Services, while the Learning Disabilities Center has received separate funding support from the Denver Anti-Crime Council. This separate funding has enabled the Center to increase substantially the number of clients served, and to provide the same range of services that New Pride offers. Although the organization and the services of New Pride and the Learning Disabilities Center are still generally administered in the same manner, this manual focuses on the third year of project operations for which New Pride was designated Exemplary. The slight modifications that have occurred in administration and service delivery are referenced in the appropriate chapters.

1.3 Project Achievements

How successful has New Pride been? In keeping with its wide range of services, New Pride set six primary goals: reducing recidivism for both referral and non-referral offenses; job placement; school reintegration; and remediating academic and learning disabilities. The project defined these goals in explicit forms that could be measured and conducted a careful evaluation. The impact of the remaining project activities of counseling, cultural education, and volunteer services was not directly measured.

New Pride's record in achieving its primary goals is impressive: during a 12-month period in the community, 32 percent of a control group were arrested at least once for referral offenses,* compared to 27 percent of New Pride clients. A similar reduction occurred in the rearrest rates for misdemeanor and status offenses.

The program also had considerable success in job placement. Following vocational training by New Pride, 70 percent of all clients were placed in full- or part-time jobs. The rearrest rate for employed clients was approximately one-third the rate for unemployed clients. New Pride participants also appeared to develop more positive attitudes toward education, as evidenced by a return to school rate of over 40 percent.

> *When Margaret entered New Pride, she was unemployed and not seeking employment, and was spending her days sleeping and watching television. After eight months of involvement with the program, she is working and is interested in getting her high school diploma. She has had no further police complaints. Based on her positive behavior, her probation has been terminated.*

The data on New Pride's efforts to improve academic performance and remedy learning disabilities are too preliminary to report definitive results; however, the findings to date suggest potential successes. As noted earlier, New Pride's pioneering work in learning disabilities will be expanded under a separate grant from the Denver Anti-Crime Council.

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* Burglary, robbery, or assault related to robbery.

But what makes New Pride's achievements remarkable is the kind of youngsters it helps--multiple offenders with a variety of social adjustment problems. New Pride was selected as "Agency of the Year" by the Colorado Juvenile Council and has been visited by legislators, state planners, and members of the judiciary from 22 states.

The cost of incarcerating a youth in Colorado is estimated to be $12,000 annually. New Pride spends approximately $4,000 per year to keep a kid out of institutions. Of the 161 youth who have completed the program, 89 percent have not been incarcerated. This amounts to a potential savings of slightly over $1.1 million if all the youth had been incarcerated for one year.

1.4 Guide to the Manual

To provide assistance to other communities interested in coordinating and integrating a wide range of treatment services for juvenile delinquents, this manual presents a detailed description of the concept, operations, and policies of Project New Pride. Succeeding chapters deal with the following subjects:

Development and Organization. New Pride's historical development from early sponsorship by the Denver Mile High Chapter of the Red Cross to the decision to seek Denver Anti-Crime Council funding is explored. The project's organization and administration, staff, and extensive volunteer services are discussed.

Referral, Selection and Intake. This chapter outlines the procedures by which clients are referred, selected, and admitted into the program, focusing on formal and informal referral criteria, coordination with the Denver Probation Placement Division, and the socioeconomic, education, and criminal history characteristics of the clients.

Operations. New Pride's comprehensive service approach is presented in detail. Each of the project's four treatment services--education, counseling, employment, and cultural enrichment--is described in depth, along with the project's administration of the follow-up services.

Results and Costs. This chapter discusses New Pride results in terms of recidivism rates, job placements, reintegration into schools, and learning disability remediation. Also included is an outline of the costs associated with New Pride operations.

Evaluation Guidelines. This chapter considers methods of assessing a program's impact upon recidivism, education, employment, and learning disability remediation. Suggestions are provided for the evaluation and monitoring of program operations.

Replication Issues. The features of Project New Pride that are essential for successful replication are examined in this chapter. Issues concerning both environmental considerations and program design are examined.

CHAPTER 2
DEVELOPMENT AND ORGANIZATION

The success and stability of Project New Pride are the results of a strategy of careful planning and development. A needs assessment, several experimental programs in a juvenile detention center, and continuous consultation with court officials and community leaders were the building blocks for New Pride. The effort invested in design has proven worthwhile. The organization of New Pride has remained essentially unchanged, apart from the addition of new staff positions and the independent funding of the learning disabilities component. Furthermore, a significant volunteer component resulted from community suggestions during the extensive planning phase. This chapter discusses program development, organization and administration, and the use of volunteers as supplemental staff resources.

2.1 Development

The initial support and design of New Pride developed under the sponsorship of the Denver Mile High Chapter of the American Red Cross. The Mile High Chapter was one of a select number of national Red Cross divisions mandated to provide new forms of Red Cross services to inner city residents. Essentially, Red Cross management viewed the organization's traditional services--disaster aid, assistance to military families, blind and hospitalized persons, and water safety instruction--as not reaching or particularly involving inner city minority residents. Moreover, the social unrest that characterized many urban areas in the late 1960's convinced the Red Cross that its wealth of resources and volunteers could and should be effectively utilized to serve inner city areas.

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In 1971, a downtown office in a semi-residential area was opened and a project director hired by the Red Cross to explore and initiate appropriate services for the surrounding urban community. The Project Director, Thomas James, who later became the head of Project New Pride, had worked in the inner city community and was thoroughly familiar with local resources and service organizations. One of his first tasks in this position was to examine human service agencies in the inner city and to interview their personnel and community residents regarding perceived service needs. The major concerns of many of the people that he talked to were rising juvenile crime rates coupled with a lack of adequate services for juveniles. Since the Red Cross Inner City Services Office was located across the street from Denver's Juvenile Hall (a detention center for pre-trial and adjudicated youths*), James decided to start a number of experimental programs for youngsters incarcerated there.

These initial efforts included tutoring, arts and craft classes, health classes, and recreational activities. Classes and activities were arranged by the Red Cross and staffed by volunteers. The response from these youngsters was overwhelming. In fact, the Inner City Services Office was soon overflowing with youths released from Juvenile Hall looking for activities and companions. The apparent success of these preliminary endeavors convinced the Project Director that a community-based program offering similar services should be developed.

A decision was made to design a full-scale program that would address the needs of older delinquents with a background of multiple offenses and academic failure. Since the juvenile programs that existed or were being implemented in Denver dealt primarily with pre-delinquents and first offenders, there seemed to be an evident need for one that would handle older offenders with prior records. An informal survey of youths held in Juvenile Hall indicated that jobs and financial independence were primary concerns of the older teenagers. Most of these youths were no longer attending school--they were either over the compulsory age limit of sixteen or had been expelled. However, volunteers in the Juvenile Hall tutoring program had found that many of the youths there could barely read or write. It was clear that academic

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* Currently, Juvenile Hall no longer houses adjudicated delinquents. It now serves as a diagnostic and pre-trial detention facility.

remediation should be provided along with employment counseling and job placement.

The Red Cross could provide only limited funding for the envisioned program. Thus, it was decided to seek outside funding from the Denver Anti-Crime Council (DACC). Created in 1972, DACC serves as a city criminal justice planning agency and administered the Law Enforcement Assistance Administration's Impact Cities Program in Denver, a funding and evaluation effort aimed at reducing street crime (robbery) and burglary. In consultation with DACC staff, the Project Director worked on refining the design of service components, determining an appropriate clientele, and creating a suitable evaluation design.

Reports compiled by the Denver Mayor's Commission on Youth and the Anti-Crime Council were examined to obtain a profile of juveniles arrested for robbery and burglary offenses. A survey conducted by the Project Director of juveniles incarcerated in a city facility reinforced his preliminary decisions that academic remediation and employment assistance should be integral components of the project. *The descriptive profile drawn from these data indicated that the typical juvenile burglary and robbery offender once arrested and/or convicted had established a pattern of recidivism, resided in a high crime area with a single parent in the lower economic strata, and had a pattern of school failure.*

The proposed design of New Pride was structured to provide in an integrated manner an extensive assortment of services. Treatment services were to accomplish the proposed objective of reducing the rate of recidivism by 40 percent of 60 juvenile offenders a year for the offenses of burglary, robbery, and assault related to robbery. Four treatment components were identified through the Project Director's study and the consulting services of a local psychologist and sociologist. *Essentially, these components of education, employment, counseling, and cultural education still form the core of New Pride's services with an increased emphasis on identifying and aiding client auditory and perceptual handicaps.*

Throughout this period of program development, the Project Director met frequently with probation officers, referees and judges of Denver's Juvenile Court to establish procedures for referring juvenile probationers to the program. Recognizing that their

A New Pride youth at his on-the-job training position.

cooperation was essential, he kept them regularly informed of his progress and solicited their advice on questions of organization and procedure. The Presiding Judge of Denver's Juvenile Court emphasizes that this process of involvement was critical in gaining the understanding and support of court officials. According to Judge Weeks: *"They made the right approach. Here's the type of kid we want to serve; how can we do it?"* The relationship that evolved from these initial contacts has since proved valuable to New Pride and to the judiciary. Judges and probation officers are willing to trust New Pride's appraisal of why a youth may be violating probation conditions and that it may not be necessarily appropriate to revoke probation. More importantly, these officials feel confident that they can refer youngsters with a background of serious offenses and behavior problems to New Pride.

Obtaining employment for teenagers is difficult, especially for delinquent youngsters. Aware of this potential problem, the Project Director actively sought out business and community leaders during the design phase anticipating that their support and interest would be useful in seeking or creating jobs for clients. The Denver Chamber of Commerce agreed to officially "adopt" the project. At the suggestion of Red Cross officials, an Advisory Board of several Chamber of Commerce members, business and community leaders was formed to serve as a liaison with the community and to provide a pool of business and volunteer expertise. A Junior League volunteer who learned of the proposed project through the Chamber of Commerce was instrumental in convincing the Director of the supplemental services that volunteers could provide. This woman served until recently as Volunteer Coordinator. A learning disabilities specialist who became interested in the project volunteered her services to refine the design of the educational component. The enthusiasm and contributions of these two volunteers led to the establishment of volunteers as an integral element of New Pride.

New Pride was funded by the Denver Anti-Crime Council on July 1, 1973. However, prior to the official start-up a group of seven youngsters on probation were referred to serve as a test group. A range of structural questions were considered with this group. Should each youth have a volunteer assigned to him or her? What kind of rules should New Pride establish? Should the youth or a staff member contact potential employers?

Several valuable lessons were learned from experiences with this first group. The Project Director cites one example that led to important modifications in the design of a service component: *"I was quite excited about the first job placement that New Pride made--a sixteen-year-old male through the help of an Advisory Board member got a $5.00 an hour job with a large manufacturing firm. Since there was no available public transportation, I drove him to work every day and would often discuss his job with him. He seemed to be coming along very well and was even going to get a promotion soon. One morning several weeks after he had taken the job he disappeared. I contacted the employer and found that he had been having problems on the job. According to his supervisor, the precision work seemed to bother his eyes, he seemed terrified of the vastness of the company and was very much a loner. Immediately, we realized several things. This youngster had been telling us what he thought we wanted to hear. From this experience, we decided to maintain regular contact with employers so we would really know how the youth was adjusting. We also decided to try to place youngsters with small firms where they could more easily get to know all the staff. We realized too that it was important to place kids in jobs that they could not only handle but also succeed in. We eventually tested the eyesight of this youngster and found he had serious deficiencies. This testing has now become a routine part of our intake period."*

The final implementation of Project New Pride began by hiring a professional staff of seven. Candidates were rigorously screened and interviewed by the Project Director, several Advisory Board members, a Colorado Department of Justice official, and a probation officer. Extensive training was provided staff including a three-day retreat on interpersonal relations and management by objectives and presentations by juvenile, court and volunteer officials. Probation officers were briefed on the purpose of New Pride and the type of offenders the project was designed to serve. The first group of twenty offenders was referred in mid-August, 1973.

The Denver Anti-Crime Council funded New Pride from July 1973 to July 1976. The Red Cross contributed additional support through matching grants and in-kind services. Increased funding was provided each year which allowed the project to convert several full-time volunteer positions to paid positions, add other staff positions, and to develop the learning disabilities school, the Morgan Center for Learning Disabilities, which treats New Pride clients with severe auditory and perceptual handicaps.

Since the termination of DACC funding, New Pride has been funded at a slightly reduced level by the Colorado Division of Youth Services. The Learning Disabilities Center has received separate funding support from the Denver Anti-Crime Council to enable it to substantially increase the number of clients served. Essentially, the Center will now provide not only learning disability remediation but also the same range of services that New Pride offers. The founder and Project Director of New Pride will serve as Executive Director and advisor to the two projects since he has recently become director of Central Denver, a newly implemented juvenile screening and diagnostic unit at the pre-adjudicatory level. Central Denver is responsible for the majority of juvenile project referrals in Denver and will eventually replace the employment component at New Pride since it is designed to serve as a citywide juvenile job training and placement bureau.

Clearly, the institutionalization and growth of New Pride demonstrate that it has been well-received in the Denver community. As indicated in Chapter 1, the focus of this manual, however, is on the third year of project operations, the time at which New Pride was designated Exemplary. Hence, the organization, referral and selection procedures, and services described here reflect the operations of New Pride in 1976 while under DACC support. Nevertheless, it should be emphasized that the organization and the services at Project New Pride and the Morgan Center for Learning Disabilities are administered in essentially the same manner as when these two projects were one.

2.2 Organization and Administration

New Pride is located in the northeast quadrant of Denver. This area is an older neighborhood interspersed with small commercial buildings and residential housing. Populated by Denver's lower income families, this section is home for many of New Pride's youngsters. The Red Cross Inner City Services Office served as project headquarters for one year until lack of space forced the project to locate additional housing. New Pride currently occupies two neighboring houses which have been renovated by students, staff, and volunteers. The Learning Disabilities Center was housed while administered by New Pride in the Inner City Services Office which is several miles from New Pride's central office. The Center has recently located other larger space to accommodate its increased clientele.

2.2.1 Professional Staff Services

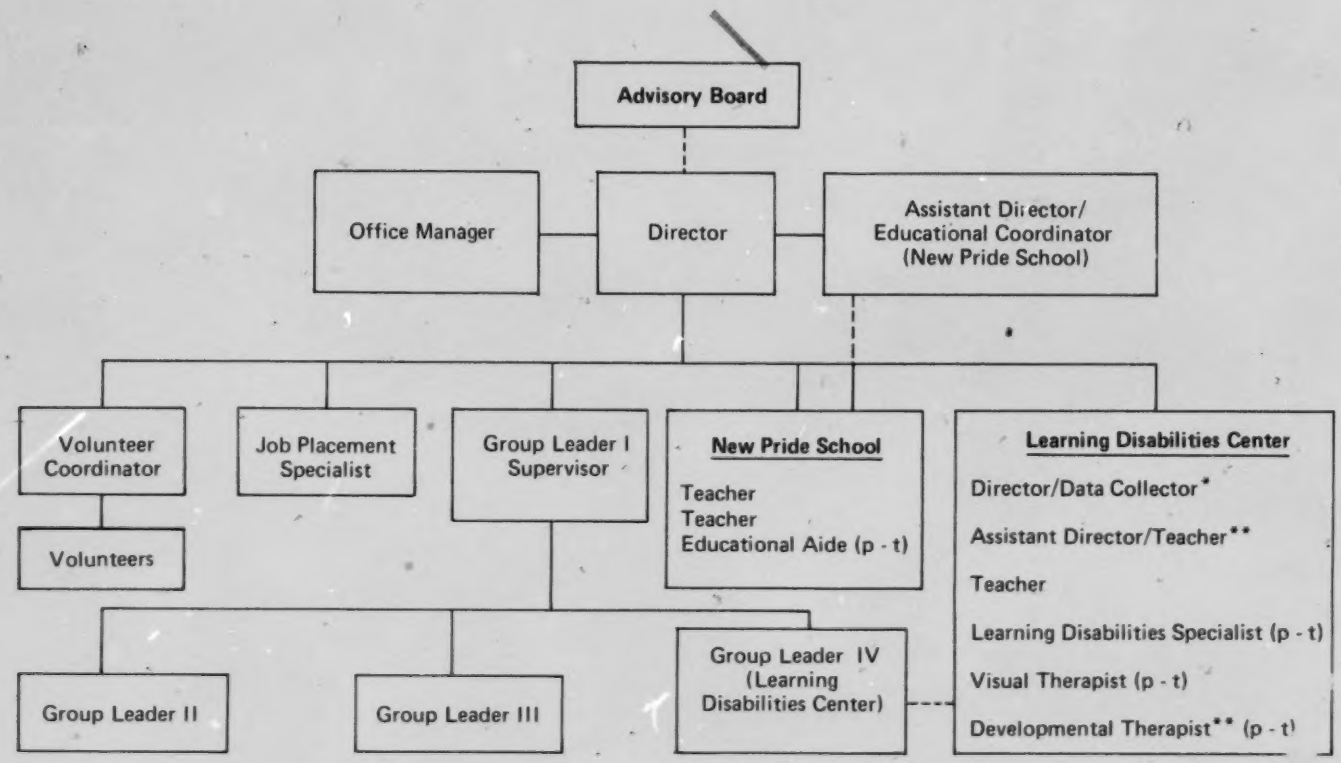
Figure 1 on the following page indicates the organizational structure of New Pride in 1976 and notes which positions were supported through Red Cross funds. The staff at the central location consists of the Project Director, Assistant Director/Educational Coordinator, Job Placement Specialist, three Group Leaders (counselors), a Volunteer Coordinator, two Teachers, part-time Educational Aide, and Office Manager. Staff at the Red Cross location include Director of the Learning Disabilities Center, who also serves as data collector for the program, Assistant Director/ Teacher, Teacher, Group Leader (counselor), and part-time Visual Therapist, Learning Disabilities Specialist, and Developmental Therapist. Additionally, the project engaged a psychologist, a sociologist, and an optometrist to perform specialized services on an as needed basis.

Staff members at New Pride are expected to be thoroughly familiar with a client's progress and activities in each of the four treatment components. Client staffing meetings are held regularly among teachers, Group Leaders and the Job Placement Specialist. Each of the two New Pride schools is headed by supervisors who provide general monitoring and policy directions. The teachers and the learning disability specialists develop weekly and daily lesson plans for the students in their classroom. Each counselor, termed Group Leader by New Pride, is responsible for a caseload of five clients (in addition to about 10-12 clients in the follow-up stage) and works with teachers, the Job Placement Specialist and any involved volunteers in meeting clients' academic, employment and other needs. One counselor is permanently assigned to the Learning Disabilities Center and carries a slightly higher caseload. Treatment plans and counseling are flexible and geared to respond to the requirements and interests of each participant. Each staff member is required to maintain detailed records of relevant aspects of client interaction and activity.

Generally, six or seven clients are served at the Learning Disabilities Center while the remaining clients are at the central office in addition to youths at both locations in the follow-up stage.* Treatment programs are structured in the same manner at

* Since the Learning Disabilities Center has recently become a separately funded program, New Pride while continuing to serve the same number of clients will no longer treat youngsters with multiple learning disabilities.

FIGURE 1: ORGANIZATION OF PROJECT NEW PRIDE



* 75% of salary funded by Red Cross.

** Positions funded by Red Cross.

both sites with staff having specialized responsibilities (e.g., Job Placement Specialist and Data Collector) spending time at each location. Since the client caseload is relatively small in proportion to the number of staff, staff members regardless of roles are friendly and familiar with each new New Pride participant.

Since the inception of New Pride, staff turnover has been quite low. Currently four of the original seven staff are with the project. The majority of the staff members have master's degrees in special education, guidance or psychology, or are working on advanced degrees. Staff are relatively young and have typically spent a few years before joining New Pride either working with a local community agency that dealt with juveniles or teaching in the Denver Public Schools.

Candidates for new positions are screened rigorously and any staff member can participate as long as he or she attends all stages of interviewing. Weekly staff meetings are held with rotating staff chairpersons to discuss topics of concern submitted by interested staff members. An effort is made to provide extensive on-going training seminars to maintain and upgrade professional skills. Staff training has included participation in seminars ranging from assertiveness training to academic planning for the learning disabled student, conducted by local university and mental health personnel. Volunteers are encouraged to attend these sessions along with the professional staff.

2.2.2 Volunteer Services

The use of volunteers has been a significant aspect of New Pride's ability to provide intensive service delivery and a broad range of supplemental services and activities. Volunteer recruitment and coordination have been managed by a woman with a degree in volunteer administration and a strong background in volunteerism at both the national and local levels.* Having served as President of the Denver Junior League and on a Chamber of Commerce Juvenile Crime

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* This individual recently resigned to become Assistant Director of a national volunteer organization. This position is currently filled by a teacher in the New Pride school. New Pride does not plan to fill the position on a full-time basis until the next fiscal year.

The Volunteer Coordinator discusses problems and progress with volunteers assisting in the classroom.

Task Force, she has had access to significant resources in both the community and business world. She was responsible for interesting the Project Director in the value of volunteers, and assumed the position of Volunteer Coordinator initially as a full-time volunteer. The position was funded in the second year of project operation.

Approximately twenty to twenty-five volunteers are actively engaged in providing services at any one time. A commitment of at least 90 days (contiguous with the intensive phase of a treatment group) is required from volunteers. According to the Volunteer Coordinator, commitment is critical not only for administrative and management reasons but more importantly, *"These kids feel they have been consistently let down and put down by adults. We were anxious to avoid a situation where a kid might begin to establish a relationship with a volunteer and the volunteer would suddenly disappear."*

Volunteers are drawn from community organizations and local colleges and universities. New Pride serves as a placement for several undergraduate and graduate departments. Generally, the volunteer corps has been equally composed of community people and student interns. Initially, volunteers were drawn primarily from volunteer organizations such as the Junior League. Since the Volunteer Coordinator was familiar with these organizations and their management, it was practical to rely on these traditional volunteer sources. Nevertheless, New Pride staff and the Volunteer Coordinator were anxious to create a diverse group of volunteers. Hence, the Volunteer Coordinator contacted department heads in psychology, sociology and social work at local colleges and universities to interest them in utilizing New Pride as a field placement for their students. Although referrals were few at first, New Pride is now a well-established and popular placement with several schools.

In the first two years of program operation, the Volunteer Coordinator found that recruitment was a continuous task. New Pride was listed as a placement source with various volunteer organizations including the Red Cross, the Denver Volunteer Bureau, and the Denver Junior League. The Volunteer Coordinator arranged numerous speaking engagements with service organizations and business groups. While these engagements often resulted in only a handful of potential volunteers, she found them to be quite productive in

other ways. One corporation donated funds for emergency loans to clients. Many businessmen became interested enough to provide free passes on a regular basis to New Pride youngsters for sporting and recreational events. The President and the first Vice President of the Denver Area Labor Council spoke to each new group of participants about trade union hiring policies and jobs.

Individuals interested in volunteering are thoroughly interviewed by the Volunteer Coordinator and informed about New Pride services. The Volunteer Coordinator views the interview as a crucial two-way process between her and the potential volunteer. While she strongly discourages individuals who might, in her opinion, have only a passing interest, she will also stress that New Pride clients are difficult youngsters and that the same degree of professionalism and dependability is required from volunteers as expected in staff. By emphasizing these expectations, individuals who might be unsure of their ability to commit and follow through are provided with a graceful way to decline.

Several factors are looked for in the interview. These include:

- Motivation. Does the individual expect sudden changes in a youth's behavior attributable to his influence or does he recognize that no perceptible changes may occur and that little if any gratitude for his efforts may be offered? Furthermore, is the individual willing to accept the youngster's cultural background and values or does the person bring a strong bias that he expects others to follow?

- Personality. While not all volunteers may choose to work with New Pride clients, it is considered essential that volunteers be able to get along well with staff. Hence, potential volunteers are often introduced to a staff member.

Shortly before a new group of clients enters the 90-day cycle, staff members are asked to submit suggestions to the Volunteer Coordinator regarding possible activities for volunteers. Suggestions might include such activities as file reorganization, repainting an office, piano lessons for a youngster, classroom tutors, etc. The Volunteer Coordinator then tentatively matches activities with volunteer skills or interests.

Final assignments are not made until the Coordinator has been able to talk to each new enrollee during his or her first week of participation. If a youngster has a special interest or hobby he or she would like to pursue, every effort is made to accommodate this. One girl had always wanted to learn to knit. The Volunteer Coordinator was able to locate a volunteer who could teach her and weekly lessons were arranged.

A training program of three sessions is conducted for each new group of volunteers. The first session is a brief introduction to the juvenile justice system led by a juvenile court judge. In the second session causes of juvenile delinquency are discussed and volunteers are encouraged to read several recommended books and articles. New Pride treatment components and volunteer responsibilities are explained in the final session and volunteers are introduced to each staff member. Volunteers are required to sign a "contract" outlining their responsibilities and New Pride's responsibilities to them.

Generally, community volunteers assist in the classroom, develop special activity programs such as a yoga course or mechanical shop, or provide administrative and clerical assistance. In addition to these services, student interns assist counselors in their responsibilities. Volunteers on the average contribute one half-day of service weekly. Several individuals work twenty to forty hours a week in regular positions. A retired contractor has established a shop in New Pride's basement and every afternoon supervises youngsters working on various projects.

Another important aspect of the volunteer program has been donations from individuals and the business community. As mentioned previously, the Volunteer Coordinator spoke before many business clubs and organizations to spark interest in the program. Donations have been quite extensive, ranging from a corporate fund for emergency client problems or special trips to free dinners, ski passes and tickets to recreational events. An additional facet of the volunteer program has been the "clout" that various volunteers with ties to the law enforcement and business community have been able to exercise when necessary on the program's behalf.

CHAPTER 3
REFERRAL, SELECTION AND INTAKE

The referral of clients is a critical process in the operation of any human service program. Referring agencies are often reluctant to refer clients to new and untested programs. Since New Pride had already developed extensive contacts with court officials, gaining an adequate and appropriate number of referrals presented few problems. Moreover, according to the Presiding Judge of Denver Juvenile Court, New Pride "had proved itself to the court within six months and probation officers were eager to send a lot more kids on their caseload." This chapter discusses the referral and selection procedures developed by New Pride. Intake procedures are described and the characteristics of New Pride clients are examined.

- *Anthony B. is fifteen years old and has been on probation for over a year. He lives with his mother, four brothers and one sister. Anthony's parents were divorced when he was three. His mother supports the family through welfare. Anthony has been recently expelled from school for assaulting a teacher and his mother is threatening to kick him out of the house. The Probation Officer supervising Anthony suspects that he is continuing to be involved in delinquent activities. Since a condition of Anthony's probation is employment or school attendance, his Probation Officer suggested Project New Pride to Anthony. There he can attend school and earn credits even though he has been expelled from public school. The Probation Officer warned Anthony that he must really make an effort in the program since he is dangerously close to probation revocation. Anthony agreed to try.*

- *Danny is seventeen years old and has just been adjudicated delinquent for a second degree burglary charge. Over a year ago Danny had been a star halfback on his high school team. A knee injury has limited his playing. His attitude and attendance at school have steadily gone down since his accident. Danny has become increasingly involved in delinquent activities. As ring leader and driver of the getaway car for a number of burglaries and robberies, he has successfully evaded the police until now. Danny's Probation Officer feels that Danny needs intensive counseling. After meeting with Danny once, he referred him to New Pride.*

3.1 Referral and Selection

Twenty referred probationers are accepted for treatment services by New Pride every four months. A total of sixty clients are served in a year. Since each treatment group receives intensive services for a three-month period, the month before the start-up of another group serves as a screening and testing period for the new clients. Youngsters are referred by probation officers either at the intake or supervision stage. Currently, referrals are guided by the following eligibility criteria:

- 14-17 years of age;
- recent arrest or conviction for burglary, robbery, or assault related to robbery;
- one prior conviction (preferably for one of the above offenses); and
- residence in Denver county.

The Project Director then selects clients from a pool of twenty-five to thirty referrals who meet eligibility criteria and who seem most in need of project services. For the most part, field probation officers suggest participation during routine supervision meetings to youngsters they feel would benefit from the project's services. Some cases, however, are referred by intake probation officers when the officer feels that project placement is necessary to deter possible further criminal activity or may result in a more

A youth assigned to the Learning Disabilities Center.

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favorable disposition by the court. In addition, field probation officers at times strongly suggest participation to a youngster placed on a suspended commitment who has violated probation conditions. These juveniles stand a strong chance of commitment unless placed in a project, and the probation officer's "suggestion" is likely to be very persuasive. Occasionally, judges will request that a youngster enroll in New Pride as a condition of his probation. To date, seven youngsters have been placed by court order. New Pride attempts to discourage such placements, believing that voluntary enrollment is a necessary prerequisite to rehabilitation.

Probation officers are aware of New Pride's services and look for youths meeting eligibility criteria who are also school drop-outs or have serious academic problems, and appear to have established a strong pattern of anti-social behavior. Referrals do not always follow the formal criteria but are characterized by judicial and probation officials as multiple, high risk offenders on the verge of incarceration. Referrals are described as youngsters expected to recidivate, who have usually been on probation for several years and have not benefited from probation or other community programs.

During the first three years of project operation, random selection procedures were established to enable New Pride to create a comparison group for evaluative purposes. Since the evaluative data presented in later chapters were collected during the initial three years of Project New Pride, it is important to understand the precise referral and selection procedures that were then used to establish treatment and non-treatment groups. In the first three years of project operation, the Placement Division of the Denver Juvenile Court Probation Department selected approximately forty youngsters to refer to New Pride before the beginning of each treatment cycle.. Referrals were guided by the formal eligibility criteria noted above with an additional requirement of two prior convictions rather than one conviction for burglary, robbery, or assault related to robbery.

The Placement Division of the Probation Department served as a program referral and monitoring service for Intake and Field Supervision Officers. Youngsters were referred there for community services either at the intake stage while charges were pending or at the supervision stage. Referrals to New Pride by the Placement Division thus encompassed youths in different stages

of contact with the criminal justice system. However, all referrals were on probation regardless of their current status due to the requirements of prior convictions.

A list of referrals was sent every three and one-half months. New Pride then selected twenty youngsters from this list of project candidates by using a random numbers table. These methods of referral and selection were utilized for several reasons. Initially, this system was developed for evaluative purposes by the Denver Anti-Crime Council. As an administrative component of the national Impact Cities Program, this agency monitored and evaluated all efforts it funded. The intent of DACC was to create a comparison group, and referrals were structured to be double the number of participants New Pride could actually accept. However, community leaders and judicial officials strongly opposed the collection of comparison group data on ethical grounds. This opposition did not diminish until June 1976. At that time, information was collected on comparison group youngsters. These data are presented in Chapter 6.

Despite the fact that a no treatment control group was not allowed, this system of referral and random selection was used throughout the first three years of project operations. The referral and selection process was intended to eliminate any bias on the part of staff members who might know a potential client and wish to choose or reject him or her. Additionally, this procedure enabled New Pride to avoid criticism on the grounds that it was selectively accepting clients who could most easily benefit from project services.

New Pride then conducted a preliminary screening of the forty referrals to insure that potential clients matched participation guidelines or at least closely met requirements with a history of several offenses and one arrest or conviction for burglary, robbery or robbery-related assault. This step was particularly critical in the early stages of project operations when probation officials tended to be conservative in referring clients to a new service. Youngsters without an eligibility criteria offense and lacking a history of arrest or conviction were eliminated, and New Pride would request additional referra s.

When New Pride was satisfied that approximately forty youngsters referred by the Probation Department matched eligibility criteria, the treatment group of twenty clients was selected by using a

random numbers table. Once selected by New Pride, most youngsters would decide to enroll since their probation officers had previously discussed the program with them and the youths had indicated interest. If a youngster declined, New Pride randomly selected again from the remaining pool to create a cohort of twenty clients. The Probation Department was informed by New Pride of youngsters that had been selected for services and monthly reports prepared by Group Leaders were sent to the relevant supervisory probation officers. Youngsters who were not chosen by New Pride were often referred to other programs and were at times re-referred to New Pride at the beginning of another treatment period. In several instances, clients were referred to New Pride two to three times before being selected.

3.2 Intake

Following referral, a selected youngster and his family are contacted by a Group Leader who explains the services of New Pride and what will be expected from the youth if he decides to participate. The youth and his family are encouraged to visit project headquarters, observe daily operations and become acquainted with other staff members. If the youth agrees to enroll, he completes the Wide Range Achievement Test, the Detroit Test of Learning Ability, and information is gathered on his family background and relationships, interests and abilities, and general personality characteristics. An optometrist tests each youth's eyesight, and arrangements are made by New Pride to obtain glasses if needed.

Generally, the only information available from the Probation Department on referrals includes the following:

- Name;
- Birthdate;
- Probation Department portfolio number (assigned to a case at Intake and maintained throughout a youngster's contact or contacts in Denver Juvenile Court); and
- Court History sheet containing dates and information on complaints, hearings and dispositions.

The youth is asked to sign a project participation form agreeing to participate in academic classes for a three-month period and to remain in contact during the nine-month follow-up period. Approximately two and one-half weeks elapse between the referral of a pool by the Probation Department and the start-up of classes for a new group.

3.3 Client Characteristics

Who are the youths participating in Project New Pride? To answer this question, the Denver Anti-Crime Council examined test information and demographic characteristics gathered on 121 participants in the project's first two years of operation. A composite profile of the "typical" client emerged:

> The typical New Pride client is a Spanish surnamed male; an adjudicated delinquent, with a history of six or more prior arrests. He is 16 years old, from a single parent family (usually the mother), and has three or more siblings, who in most cases have also had contact with the juvenile justice system. The family is usually receiving some form of public assistance, living a transient lifestyle, and includes one member who has been incarcerated. The child has probably dropped out of school, completing either 9th or 10th grade, and has several identifiable learning disabilities, although possessing average or above average intelligence. He has a history of expulsion and/or other school-related failures. The child's most recent attendance in school can usually be attributed to a court order.
>
> The client's home is unstable, nonsupportive, and frequently other family members are involved in illegal activities and may be contributing to the delinquency of the client. The child is often viewed as an unwanted burden. He has frequently been placed in a variety of treatment programs designed to rehabilitate him. In almost all cases these "treatments" have been failures and have contributed to his feelings of low self-esteem. He has been incarcerated for brief periods of time and expects to be rearrested.*

* Exemplary Project Submission Summary, "Client Characteristics."

Tables 1 and 2 illustrating the distribution of participants by number of prior arrests, convictions, age and educational level are presented on the following pages. The average last grade assigned participants was the tenth grade; however, 66 percent (80) were no longer attending school. Tests administered by New Pride indicate that the majority of clients function between the third and sixth grade levels in reading and mathematical skills. In addition, multiple learning disabilities were prevalent in a large proportion of clients. Of the 121 clients served in the first two years, all but 32 (26.4 percent) had two or more prior arrests for one of the three eligibility offenses, while all but 17 (14 percent) had at least one conviction. Only 10 (8.2 percent) clients had no or one prior conviction. In terms of prior arrests, all but 6 (5 percent) had at least three prior arrests.

Although sophisticated in street lore, these youngsters are clearly in need of intensive, supportive services. At New Pride, the emphasis is on helping them achieve some form of success and self-confidence.

Table 1†

Background Characteristics for New Pride Clients

SCHOOL DROP-OUT?	FIRST YEAR		SECOND YEAR		TOTAL
	#	%	#	%	#
YES	44	73.3	36	59.0	80
NO	15	25.0	24	39.3	39
MISSING DATA	1	1.7	1	1.6	2
TOTAL	**60**	**100.0**	**61**	**100.0**	**121**

LAST GRADE ATTENDED PRIOR TO PROJECT	FIRST YEAR		SECOND YEAR		TOTAL
	#	%	#	%	#
SEVENTH	1	1.7	4	6.6	5
EIGHTH	1	1.7	11	18.0	12
NINTH	14	23.3	14	23.0	28
TENTH	24	40.0	21	34.4	45
ELEVENTH	15	25.0	9	14.8	24
OTHER	4	6.7	1	1.6	5
MISSING DATA	1	1.7	1	1.6	2
TOTAL	**60**	**100.0**	**61**	**100.0**	**121**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride,* Denver Anti-Crime Council.

TABLE 2 †

Criminal Histories for the New Pride Client Population

NUMBER OF PRIOR REFERRAL ARRESTS*	FIRST YEAR		SECOND YEAR		TOTAL POP.	
	#	%	#	%	#	%
ONE	16	26.7	16	26.2	32	26.4
TWO	17	22.3	15	24.6	32	25.4
THREE	10	16.7	10	16.4	20	16.5
FOUR	6	10.0	3	4.9	9	7.4
FIVE	5	8.3	6	9.8	11	9.1
SIX OR MORE	0	0.0	4	6.7	4	3.4
MISSING DATA	6	10.0	7	11.5	13	10.7
TOTAL	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

NUMBER OF PRIOR ARRESTS	FIRST YEAR		SECOND YEAR		TOTAL POP.	
	#	%	#	%	#	%
TWO	0	0.0	6	9.8	6	5.0
THREE	11	18.3	6	9.8	17	14.0
FOUR	9	15.0	10	16.4	19	15.7
FIVE	6	10.0	11	18.0	17	14.0
SIX	7	11.7	9	14.8	16	13.2
SEVEN	7	11.7	3	4.9	10	8.3
EIGHT	8	13.3	2	3.3	10	8.3
NINE	3	5.0	2	3.3	5	4.1
TEN OR MORE	8	13.3	11	18.0	19	15.7
MISSING DATA	1	1.7	1	1.6	2	1.7
TOTAL	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

NUMBER OF PRIOR REFERRAL CONVICTIONS*	FIRST YEAR		SECOND YEAR		TOTAL POP.	
	#	%	#	%	#	%
NONE	8	13.1	9	14.8	17	14.0
ONE	17	28.3	17	27.4	34	28.1
TWO	15	25.0	18	29.5	33	27.3
THREE	11	18.3	10	16.4	21	17.4
FOUR OR MORE	9	15.0	7	11.5	16	13.3
TOTAL	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride*, Denver Anti-Crime Council.

*Burglary, robbery or assault related to robbery.

CHAPTER 4
OPERATIONS

I would either get bored of being told what to do and when to do it, or would fail at what I was doing and give up everything. So from this attitude toward society, I looked for a way out of this mess of going to school all the time and working and so on and so forth. That was when I started getting high. After a while it got easier to get high and forget my problems instead of deal with them. But getting high as often as I did it got to be too expensive so I started ripping off for extra money so I could get what I wanted to and not have to worry if I had enough money or not. After awhile I saw it was easier to rip-off than work for it. So I started ripping off all of the time. Whenever I needed money I would just go out and rip something off. I overdid everything. I got busted a couple of times for burglary and selling drugs. So that's when I had to be put on probation. I had already quit school and work six months before. So when I was put on probation I had to follow the conditions of probation. They were that I was to either have a full-time job, be in school full time, or a combination of both. Me not liking to do something too long, I got a part-time job and got placed in this school for Juvenile Delinquents (Project New Pride). *Sort of a last chance thing before they would lock you up in an institution. At first I was against the whole thing. But after awhile, when I had some troubles, the people at Pride were there trying to help me. I had a lot of problems and didn't know how to handle them, so would just get high and try and forget them. The people at Pride saw what was happening, and helped me solve a lot of them. Then I started really taking a good look at what I was and where I was going and my whole idea*

of existence. After a lot of thinking and help from my parents and the people at Project Pride, I have taken a whole new outlook on my life. There are some that say I'll be tempted to go out during school and go get high with some of my old friends, and that I'll have to get used to the whole school system. For instance I'll have a regular classroom, teachers telling me what to do all the time. How my attitude has changed toward school and everything. I want to be happy and make the people happy that have tried to get me started back on the right road.

--Marty P., excerpted from a paper he wrote entitled "Some of the Problems that I'll Face Going Back to the Public School System"

Treatment services are provided in two phases at New Pride. In the first phase, a three month period that is contiguous with public school schedules, clients are required to participate for three hours daily, Monday through Friday. During the second phase, a nine month follow-up stage, contact and activities vary widely depending on a youngster's needs and progress. As one staff member explains: "If you were to interview our kids about the typical program at New Pride, you would quickly find out that New Pride is a different program for each kid." This chapter describes the activities provided in each of the four treatment components during the intensive and follow-up stages and discusses termination for both successful and unsuccessful clients.

4.1 The New Pride Approach to Treatment

A distinguishing feature of Project New Pride has been its flexibility in providing services to participants. While each youth is expected to participate in each of the treatment components, services are not rigidly structured but are formed to accommodate individual needs and interests. This concept of flexibility and accommodation is the key to the New Pride approach. Staff believe that intensive individual services and attention are of paramount importance in helping these youngsters who have often been neglected

and rejected by family, peers, and schools. Thus, every effort is made to provide services and events of interest to a particular youth. The Project Director views New Pride as intervening in a crucial stage in the adolescent's development. *"The type of kid that we serve is typically a tough acting, street wise youngster who is facing the choice of going straight in our program or continuing in delinquent and eventually criminal activities. He's on the verge of incarceration and knows it. Generally, he's not too bothered by this fact--he has plenty of acquaintances who are there now or have been. But underneath the tough facade is an insecure youngster who is ill-equipped to handle daily living. Getting any kind of job may pose insurmountable problems--the youngster may be unable to read and understand want ads, may not know how to get to a different part of the city, and would never think of combing his hair or even putting on socks for a job interview! At New Pride we're trying to help these kids acquire basic living skills and to also give them a feeling of self-confidence which they've never known. They've been stigmatized as losers, so we try to continually reinforce any positive behavior or effort no matter how small."*

The range and flexibility of services in a treatment component are perhaps best illustrated by the project's educational services. At any one time, youths are enrolled in either of the two project schools or in the Denver Public School system. Special tutoring and special courses are provided to any youth needing or requesting them. For youngsters who are permanent dropouts, New Pride provides G.E.D. tutoring if desired or assists in gaining admission to vocational training schools.

Every effort is made to integrate components. Thus, a reading or spelling lesson might be built around newspaper want ads. A field trip to a newspaper's printing offices was used to encourage students to write journalistic articles and produce their own newspaper. The high ratio of staff to the number of clients permits activities to be tailored to the individual's pace and abilities. The treatment approach involves not only extensive interaction with the client but also with the family through counseling and other forms of assistance.

A teacher in the New Pride Alternative School assists a student with a reading assignment.

4.2 Educational Services

Based on the results of the administered tests, participants are assigned to classes in either the New Pride Alternative School (located at project headquarters) or the Learning Disabilities Center. The Learning Disabilities Center can only accommodate a limited number of students and those most in need of learning disability remediation are assigned there. A Learning Disabilities Specialist provides some treatment services at the alternative school for marginal cases.

Classes are held five days a week from 9 a.m. to 12 p.m. and the Denver Public School System awards twenty-three credits for successful completion. Credits are given in the following subjects at both schools: English, math, social studies, science, physical education and practical arts. Participants enrolled in the public school system are provided individual tutoring as needed in lieu of enrolling in a project school.

New Pride Alternative School

Two teachers and a part-time educational aide operate the alternative school. The Educational Coordinator provides overall administrative supervision and is primarily responsible for counseling and assisting students interested in re-enrolling in the public school system. Volunteers who assist two to three days a week are assigned a specific student to tutor and those who aid one day a week respond to student needs as requested. Generally, three to four volunteers are present on any given day.

Each student is interviewed at the beginning of a semester by a teacher to determine individual goals and interests. The majority of students express interest in returning to school and completing high school. Lesson plans are then structured to remediate weaknesses as demonstrated in the test results. G.E.D. tutoring is provided to those who wish to obtain the equivalency certificate.

For those students who are not interested in pursuing either of these two options, a special course will be designed around a

specific goal. Volunteers often play a key role as a resource aide. For example, one seventeen year old client indicated that he had no desire to pursue any sort of academic work or to return to school. His only expressed interest was to obtain a motorcycle. A plan was developed around this goal. Employment became his immediate objective. Hence, classroom tasks were centered around reading career guidance manuals and want ads, planning a savings budget, and reading articles and books on motorcycles. Through these activities, skills in math, reading, and writing were improved. A volunteer tutor assigned to this youngster arranged visits to various types of businesses so he could consider what type of job he would like. The Job Placement Specialist discussed the possible career opportunities available in the companies he visited. Eventually, the client decided to enroll in a drafting school. Classroom activities were then structured to prepare him for the school's courses. Capitalizing on this student's interest enabled New Pride to improve his academic skills and to prepare him for a job. Furthermore, this method captivated the attention of an academically "turned off" youngster and resulted in his successful completion.

Daily and weekly lesson plans are designed for each youth's academic objective--whether it is a special course, G.E.D., or academic reintegration. The general format in the classroom is one to one tutoring with relatively little lecturing or general discussion among the group as a whole. Staff are strongly supportive of students' efforts, encourage their strengths, and attempt to make the academic work in the various areas rewarding to the students who have previously experienced repeated failures. Textbooks and materials combine learning activities with practical knowledge (i.e., job vocabulary comprehension) and ethnic history. (A sample of curriculum materials is included in Appendix A.)

Generally, three days a week are devoted to academic work. The other two days involve recreational activities, field trips, health and sex education lectures by Red Cross nurses, presentations by guest speakers ranging from an auto mechanic to a leather worker, etc. Occasionally, students will spend afternoons in the woodworking shop or receive special lessons or tutoring from volunteers. A point system is used to determine whether a student should be awarded academic credit at the end of each semester. Points are awarded for attendance, promptness, attitude, completion of lessons, etc. To obtain credit, a student is required to have 60% of the possible point total.

In a recent group completing the three month semester at the New Pride school, nine received credit and four did not. Five of the nine receiving credit returned to the public schools. Since the other four still needed extensive remediation, classes and tutoring were provided in the afternoon for them during the follow-up stage.

Learning Disabilities Center

Youth diagnosed as having significant perceptual and/or cognitive learning disabilities participate in the educational program at the Learning Disabilities Center (LDC). As was noted, the staff of the Center includes its director, an assistant director/teacher, a teacher, a counselor, a part-time visual therapist, a learning disabilities specialist, and a developmental therapist. All LDC clients receive an intensive examination by an optometrist who is expert in the field of learning disability, and a treatment plan is devised for each client. A profile of the learning disabilities typically observed in New Pride clients is presented in Chapter 5. The most common disabilities involved problems with auditory discrimination and auditory and visual memory deficits. Multiple learning disabilities were common and roughly 71% of New Pride clients were diagnosed as having at least two learning disabilities. The most severely disabled clients are chosen for participation at the Learning Disabilities Center and the program's capacity has varied over time. Approximately 25% of New Pride youth are served by the LDC, an average of five per cohort.

As in the case of the New Pride Alternative School, the Learning Disabilities Center curriculum design is oriented toward adjusting to the needs of the individual student. Both interest level and ability are taken into account in selecting material for clients. In addition to working on academic material, a range of therapeutic exercises prescribed by the clients' treatment plan are carried out by LDC participants. Types of exercises include visualization sessions to aid the student in visual imagery, accommodative exercises to assist in eye focusing, frustration level sessions to teach the client to endure stress, binocular and monocular exercises to improve integration of functioning of the two body halves, fine eye control sessions, and problem solving sessions. Appendix B presents a brief discussion of the LDC curriculum design.

The staff of the Learning Disabilities Center has recently developed a detailed manual for the treatment of learning disabilities, and individuals considering replicating this component of the project should contact the Morgan Center for Learning Disabilities to inquire regarding the availability of materials outlining the treatment of learning disabilities.

As it is currently operating the Morgan Center for Learning Disabilities has two sessions, one in the morning and one in the afternoon. Youth attend either the morning or afternoon session daily, with the afternoon session youth joining the morning session youth Friday mornings for cultural and recreational activities. The staff meet on Friday afternoons to discuss the progress of their clients.

4.3 Counseling

Clients are assigned to counselors by personality or role model needs, or by random assignment. Since the intake period is quite brief and relatively few psychological evaluations are provided on enrolling clients, matching techniques are not feasible for each client. Youngsters placed in the Learning Disabilities Center are under the supervision of the counselor who is permanently located there.

Counseling techniques include coping, behavioral modification, and behavioral contracting. Treatment is planned to enhance the client's self-image and to aid him in coping with his environment. At a counselor's request, psychological evaluations are performed by a consulting psychologist who will also develop behavioral contracts if necessary.

The counselor involves himself in all aspects of the client's life and maintains frequent contact with family, teachers, social workers and any other intimately involved associates of the youth. At times, counselors will sit in the classroom in the morning to observe clients' participation and progress. Contact with assigned clients is daily and may range from formal counseling sessions to recreational activities. Structured family counseling is provided to families where the home situation is such that the client has

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A teacher at the Learning Disabilities Center helps a youngster remediate perceptual and motor disabilities.

been removed. The counselor serves as a liaison among other project staff to keep them aware of any personal or mental problems a client might be experiencing and to learn of a client's progress in other areas.

Monthly client progress reports are prepared by counselors and submitted to clients' Probation Officers. Counselors will attend any hearings a client may have and provide requested information on a client's progress. According to Judge Weeks, "The counselors were educating the bench. It was fantastic to hear about learning disabilities and to realize the impact such problems might have on a kid's behavior."

- *A specific focus of counseling sessions with Jennie, a seventeen-year-old Chicano, was to help her work through her feelings of anger and hostility directed at her father who was an alcoholic. Much of this counseling was educational--introducing Jennie to alcoholism as a disease, taking her to an alcoholic treatment center to talk with experts, and giving her appropriate reading material. When Jennie began to accept alcoholism as a disease, the counseling focus became one of helping Jennie with her feelings of ambivalence and trepidation at finding a new way to relate to her father. Jennie's father is now attempting sobriety by agreeing to Antabuse maintenance. Jennie is playing an important role in reinforcing his positive behaviors. She is acquiring a new respect for him as a person and is feeling that she has a "father" for the first time in her life.*

- *Danny (whose history began in Chapter Three) was forced to resign from his high school football team over a year ago due to a knee injury. His grades and attendance at school had plummeted. He was referred to New Pride and placed in the alternative school. Danny was a master at manipulative techniques designed to escape from classroom activities--violent tantrums and crying sessions were common. During this period, he smoked marijuana and was in constant conflict with his father over curfew hours. The situation climaxed when his father suspended Danny's use of the car upon finding him out of school. Finding his father firm for the first time, Danny turned to his counselor for help, claiming that he was going to run away. The*

counselor contacted the father and learned for the first time about Danny's football injury. Arrangements were made for Danny to re-enter his high school at an appropriate grade level and resume football on his recovered knee--provided that he double his hours at New Pride for one month to make-up full credit for the semester. Danny agreed but soon resumed his manipulative pattern. His counselor negotiated and renegotiated a performance contract with Danny--requiring frequent involvement of the father and Danny's Probation Officer. As the counselor watched Danny's continuing rages and manipulative efforts, he began to notice tentative signs of trust. He indicated his belief in Danny's positive intentions despite recurrent reversals. Since the father and Probation Officer were providing the authority needed in Danny's life, the counselor concentrated on building a helping, nonjudgmental relationship. Soon Danny was attending class regularly and actively seeking guidance. Direct advice was provided only when safety issues arose. The approach was non-directive...listening, reflecting, and encouraging his efforts. The counselor found that most of his energy was focused in bolstering Danny's self-confidence and self-esteem, clearly visible for the first time in Danny's life. When Danny was terminated from New Pride, his counselor arranged for individual and family counseling to continue at a local psychology clinic.

4.4 Employment

The employment component is designed to introduce clients to the working world and its expectations and to provide employment experience along with a much needed income. Since clients are relatively young and still attending school, part-time jobs are normally sought and there is no particular emphasis on maintaining them over a long period of time. Rather, the intent is to expose youngsters to the experience of obtaining a job and learning work habits, such as punctuality and reliability.

During the first month of project participation, a job skills workshop is held which covers such topics as filling out application

forms, dressing for interviews, and interviewing techniques. Practice interviews are conducted and videotaped. The youngsters are then encouraged to critique each other's performance.

The Job Placement Specialist individually counsels each client to learn vocational interests and to provide realistic appraisals of career desires and requisite skills. Volunteers are occasionally used as resources to help a youngster explore a possible career interest. For example, one client decided he would like a career where he could use his math skills. The volunteer arranged for him to visit several accounting firms. The client and volunteer examined local college course books and discussed entrance and course requirements for an accounting degree. The youth then gave an oral presentation of his findings to the other youngsters.

The second and third months of the New Pride semester are devoted to "on-the-job training." Clients are placed with employers by the Job Placement Specialist in part-time afternoon jobs. Salaries are paid at the rate of $2.30/hour by Project New Pride. The initial contact and development of positions is made by the Job Specialist who then accompanies the youngster to the interview once a position is available. Occasionally, clients are able to develop jobs on their own and New Pride will then pay the salary. Most positions are janitorial or in the service industries. If a youngster does not wish to be employed, the project will not require him to obtain employment.

Employers are thoroughly briefed on the purposes of New Pride and the type of client it serves. During the on-the-job training phase, the Job Placement Specialist maintains weekly contact with the employer and client alike to learn of progress and of any problems encountered. Typically, a few employers will offer to support positions once the New Pride funded period is over. Otherwise, clients are encouraged to seek jobs elsewhere but it is not a condition of the follow-up period.

Since the termination of DACC support, New Pride has not had the funds to support client salaries during the on-the-job training phase. However, the project has received several corporate donations to continue this function. Furthermore, previous employers of New Pride clients have been willing, in some instances, to

support a few positions. Once fully implemented, Central Denver will serve as a citywide job training and placement source for juveniles. Hence, New Pride anticipates using their services in the future.

- *The New Pride optometric consultant had found that Jennie needed glasses for both near and far sightedness. Jennie refused to wear glasses for appearance reasons. Her counselor and Jennie decided that employment should be a primary goal so she could afford contact lenses. New Pride arranged for Jennie to buy the lenses at cost with New Pride making a loan to Jennie for the down payment. The job counselor explored the job market with Jennie and based on her expressed interest she was interviewed and hired for a position as a sales clerk at a pet shop. New Pride paid her on-the-job training wages at $2.30 per hour, 20 hours per week. Her counselor then assisted Jennie in planning a budget and establishing a payment plan for her contact lenses.*

4.5 Cultural Education

This component is designed by the entire Project staff with volunteers free to make suggestions or plan activities. Essentially, the concept is to expose clients who possess little social knowledge beyond their immediate neighborhoods to a range of experiences and activities in the Denver area. Activities have included a visit to a television station to watch the news hour being prepared, ski trips, an Outward Bound weekend, attendance at professional sports events, restaurant dinners and many other educational and recreational events.

Field trip experiences are incorporated into classroom activities. Oral or written reports may be required. After a trip to a bank, students worked on figuring interest amounts for different principal sums and discussed different kinds of checking accounts. As one counselor explains: "Sometimes places that we assume everyone knows about are exotic experiences for these kids. Imagine 16- and 17-year-olds who don't know what a zoo is! Essentially, we're trying to acquaint them with their own town and at the same time turn it into a learning experience in the classroom to capture their interest."

4.6 Follow—up and Termination

Services provided during the nine month follow-up phase depend somewhat on the youth's need for services. For example, some clients may continue attending project schools. An effort is made to reintegrate clients into the public schools. Occasionally, New Pride has set up G.E.D. classes for clients in the follow-up phase.

At a minimum, weekly contact will be made by the counselor who will visit the youth at his home. Employment placement and counseling are continued. The Job Placement Specialist visits clients at employment sites to discuss progress with client and employer. In addition, recreational events and field trips are scheduled for follow-up clients.

Formal termination occurs after one year of project participation. However, clients who still desire services may continue to maintain contact with New Pride. Typically, one fourth of each cohort is still receiving some form of assistance.

Since the inception of the program, 11 cohorts have entered New Pride for a total of 220 clients. Eight cohorts (161 youngsters) have completed the twelve month treatment period. New Pride has no specific rules for behavior or progress that can lead to early termination. However, extreme lack of cooperation and nonparticipation may cause termination. To date, twenty-two clients have been terminated before completion of the 12 month service period. Five terminations occurred due to lack of cooperation or interest. (In two of these cases, clients were terminated by the request of the court at regular review hearings with the support of New Pride.) Fourteen clients have been committed to the Department of Institutions while enrolled in New Pride. (It should be noted that one re-arrest will not necessarily lead to incarceration; usually a combination or continued criminal activity, family

problems and lack of cooperation is required.) Reasons for commitment included the following:

Entry with Pending Charges and Commitment at Trial: 8

Re-Arrest and Commitment: 5

Lack of Cooperation and on a Suspended Commitment: 1

The three remaining clients were terminated by court order and placed in residential treatment or single focus (e.g., alcohol) treatment programs.

CHAPTER 5
RESULTS AND COSTS

As has been noted in previous chapters, Project New Pride is considered a success by many groups and has received numerous awards. This chapter discusses the project's achievements in reducing the recidivism of its clients, improving employment opportunities, providing remedial education, and treating learning disabilities. Possibilities for assessing counseling services, cultural education, and volunteer services are also discussed. The chapter closes with a discussion of the costs of Project New Pride during the period of LEAA funding and currently.

5.1 Results

The Denver Anti-Crime Council and MITRE Corporation have both conducted evaluations of Project New Pride. Abt Associates has further assisted the project with recent evaluative work, and the findings in this chapter are drawn from these various evaluative studies.

5.1.1 Recidivism Reduction

The most preferred research design for assessing recidivism would be a true experimental design in which a potential pool of project clients was divided into an experimental and control group by random assignment. Experimental group members would be exposed to the treatment program and their levels of criminal activity (by whatever measure chosen) would be assessed before, during, and after participation in the program. Control group members would not participate in any treatment projects during the assessment period and comparable measures of criminal activity would be gathered. If

recidivism rates were significantly lower than control levels following exposure to the treatment program, the experiment would allow one to be relatively confident in attributing the reduction to some aspect of the program. More elaborate designs would enable a researcher to determine which specific aspects of the program contribute most to the reduced recidivism. A recent evaluation of Project New Pride has closely approximated this controlled experimental model.

Prior to this recent study, the Denver Anti-Crime Council (DACC) conducted a study of Project New Pride which employed a quasi-experimental design. New Pride client recidivism data were compared to data on the recidivism of a group of Denver juveniles matched to the New Pride clients in terms of ethnicity, sex, and prior record. Based upon the DACC baseline data, 78.8% of the New Pride clients would be expected to recidivate within the one-year at-risk period. Fifty percent of the clients were observed to recidivate, and this computes to an actual reduction from the DACC baseline of 35.8%. Similarly impressive results were observed for referral offense recidivism (robbery, assault, and burglary). Appendix C presents a detailed summary of the findings of the Denver Anti-Crime Council study.

The DACC comparison group study provides very valuable information regarding the impact of Project New Pride. One problem with the comparison group study, however, is the possibility that New Pride clients partially self-selected themselves into the project by agreeing with their probation officer's suggestion to be considered for project participation. Data are not available on the number of youth informally refusing to be considered for the project, but if the self-selection is substantial, New Pride youth may differ significantly from the typical matched juvenile offenders in their attitudes toward reintegration, flexibility, etc. Similarly, it is possible that probation officers typically suggest project participation only to youth who they feel would be favorably disposed to participation and reintegration. A true control group study in which this possible difference between project and comparison group youth was eliminated has been conducted.

As was discussed earlier, New Pride selected its participants randomly from a pool of referrals provided by the Probation Department. This selection procedure was used to avoid biases in selection and the possibility that the project could select the least

troublesome clients. The procedure also provided the basis for the experimental assessment of the project, as the arrest records of both New Pride and control youth were recorded and assessed to determine New Pride's impact.

This New Pride study differed from the "ideal" research design discussed earlier in that control subjects in many cases participated in projects other than New Pride during the at-risk period. Ethical considerations reinforced by community pressure make it very difficult to deny control subjects participation in other programs during the assessment period. If a juvenile is unemployed, for example, and could potentially participate in a number of projects to assist him in gaining employment, it is not clear that assignment to a specific project's control group should give that project the right to have the juvenile excluded from all other potential projects. Logistical problems of notifying the other projects of the juvenile's status as a "no treatment control group member" would also work against the efficacy of establishing this sort of control group. If, on the other hand, control subjects are simply excluded from the experimental project but not from other projects, as was done in the case of Project New Pride, the experimenter has the task of disentangling the impact of those projects upon the control group. This problem is compounded when the sample size of the experimental and control groups is relatively small and the independent effects of participation in other projects cannot be assessed statistically. The New Pride research attempts to address this difficulty in its research design by attempting to separate youths participating in other programs from those who did not, as well as assessing the recidivism level of the total group of control subjects.

The recidivism of New Pride's experimental and control groups was assessed in terms of arrests. Arrests of youths in Denver are recorded by the Delinquency Control Division of the Denver Police Department and can include apprehensions of youths in the act of committing an offense, arrests near the scene of a crime on the basis of suspicion, and "order-ins" in which a youth is called to the station for questioning simply because he fits the description of a recent offender. In addition to arrest information, the researchers also gathered information on the youths' demographic characteristics and prior criminal histories from the Department of Probation records. The data are likely to be quite comparable in thoroughness and reliability for both the experimental and control group subjects, although control group offenses may be slightly

underestimated. This potential underestimate is due to the project's advantage of having a long-term relationship with relevant probation officers and the Denver Anti-Crime Council, which maintained a separate file of the rearrests of all program participants based upon police department reports. For each New Pride client one year was available to maintain and update records of prior arrests, convictions, rearrests, etc. According to Denver Anti-Crime Council researchers, probation officers are likely to have kept more thorough and up-to-date records on the project participants because of the data needs of the project. In any event, it should be stressed that *the potential bias operates in opposition to the project by possibly reducing control group recidivism scores and making it more difficult for the project to show a significant reduction over control levels.*

The New Pride and control group subjects will first be compared in terms of demographic characteristics and prior criminal histories to determine their comparability, and then recidivism rates and possible influences of participation in other programs will be explored.

Demographic Characteristics

Data are available for the first six New Pride cohorts but are only available for the first four control group cohorts due to a change in procedures which made later control group data unavailable. Table 3 provides a summary of the demographic characteristics of New Pride clients and control subjects. For comparative purposes, data on the demographic characteristics of the first four New Pride cohorts are presented. Data are also presented for the first six New Pride cohorts since the additional data provide information on the ongoing nature of the New Pride population. The comparison involving the first four New Pride cohorts is the most appropriate for evaluative purposes, however, since the later cohorts may differ slightly from the earlier ones due to possible changes in police behavior, social and economic conditions, and other unknown differences.

The first four New Pride cohorts and the control group have a roughly comparable proportion of Spanish surnamed youths (57.5 percent versus 61.6 percent respectively). The control group has a somewhat smaller proportion of blacks than the four New Pride cohorts (21.9 percent versus 36.5 percent respectively) due to the greater

Table 3

Client Characteristics

Ethnic Group	New Pride (6)† #	New Pride (6)† %	New Pride (4)** #	New Pride (4)** %	Control Group (4) #	Control Group (4) %
Black	42	34.7	29	36.5	16	21.9 ***
Anglo	6	5.0	5	6.2	8	10.9
Spanish Surname	73	60.3	46	57.5	45	61.6
Other	0	0	0	0	4	5.5
Missing Data	0	0	0	0	3	
Total	121	100.0	80	100.0	76	100.0
Sex						
Male	114	94.2	74	92.5	68	89
Female	7	5.8	6	7.5	8	11
Total	121	100.0	80	100.0	76	100.0
Age						
14	17	14.0	10	12.5	9	11.8
15	20	16.5	13	16.2	19	25.0
16	37	30.6	25	31.2	31	40.7
17	42	34.7	30	37.5	16	21.0
18	4	3.3	1	1.2	1	1.3
Missing Data	1	.8	1	1.2	0	0
Total	121	100.0	80	100.0	76	100.0

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride,* Denver Anti-Crime Council.

Note: The three control subjects eliminated from the recidivism analyses (2 had moved from Colorado and 1 was committed for much of the at risk period) are included in the above listings. They included two blacks and one Spanish surnamed youth, two were males and one was a female, and their ages were 16, 16 and 17.

* includes the first six New Pride cohorts with start-up dates ranging from 9-1-73 to 4-1-75

** includes the first four New Pride cohorts

*** percentage calculations are based upon the 73 cases for which data were available

proportion of Anglos (10.9 percent versus 6.2 percent) and other groups (5.5 percent versus 0 percent) in the control group. These differences are not statistically significant. The ethnic composition of the first four New Pride cohorts is practically identical with that of the first six New Pride cohorts with Blacks, Anglos, and Spanish-surnamed individuals making up 36.5, 6.2, and 57.5 percent in the first six cohorts. Thus, the ethnicity of New Pride clients did not change markedly during the fifth and sixth cohorts. The sexual composition of the control group is also very similar to that of New Pride groups, with 89 percent of controls being males as compared to 92.5 percent and 94.2 percent of clients in the first four and six New Pride cohorts respectively.

The ages of members of the control group and the New Pride client population are also very similar. The average age of control group members is 15.75 compared to 15.9 and 16.0 years of age for the first four and first six New Pride cohorts respectively. In short, *demographic comparisons of ethnicity, sex, and age demonstrate the comparability of the New Pride and control group subjects on these dimensions.*

Criminal Histories

Table 4 presents a comparison of control group and New Pride client criminal histories. Data on the number of prior arrests, prior referral offense arrests (burglaries, robberies, and assaults), prior convictions, and prior referral offense convictions are provided.

As in Table 3 comparisons are presented in Table 4 for both the first four and the first six New Pride cohorts. In comparing the control group means to those of the first four New Pride cohorts, roughly comparable results are observed. New Pride clients average 6.2 arrests including 2.2 referral offense arrests as compared to 5.4 and 1.9 arrests respectively for controls. Substantial differences occur in the average number of prior convictions between the two groups, however, with the New Pride clients averaging 4.9 prior convictions and 1.9 prior referral offense convictions compared to 1.7 prior convictions and 1.0 prior referral offense convictions for control subjects. These differences result in t-test scores of 10.3 and 5.2 with associated probability levels of $p < .001$. Differences of this magnitude are difficult to understand given that control and experimental subjects were assigned to conditions randomly. It is possible that probation officers maintained

Table 4 †

Criminal Histories of New Pride and Control Youths

	Number of Prior Arrests					
	New Pride (6)*		New Pride (4)**		Control Group	
	#	%***	#		#	%***
One	0	0	0	0	2	2.6
Two	6	5.0	3	3.8	13	17.1
Three	17	14.0	14	17.5	9	11.8
Four	19	15.7	13	16.2	13	17.1
Five	17	14.0	10	12.5	5	6.6
Six	16	13.2	9	11.3	11	14.5
Seven	10	8.3	7	8.8	6	7.9
Eight	10	8.3	8	10.0	3	3.9
Nine	5	4.1	4	5.0	3	3.9
Ten or More	19	15.7	11	13.8	7	9.2
Missing Data	2	1.7	1	1.2	4	5.3
Total	**121**	**100.0**	**80**	**100.0**	**76**	**100.0**

	Number of Prior Arrests for Referral Offenses****					
	New Pride (6)*		New Pride (4)**		Control Group	
	#	%	#	%	#	%
None	0	0	0	0	7	9.2
One	32	26.4	24	30.0	26	34.2
Two	32	26.4	23	28.8	19	25.0
Three	20	16.5	13	16.2	10	13.2
Four	9	7.4	7	8.8	6	7.9
Five	11	9.1	5	6.3	2	2.6
Six or More	4	3.4	2	2.5	2	2.6
Missing Data	13	10.7	6	7.5	4	5.3
Total	**121**	**100.0**	**80**	**100.0**	**76**	**100.0**

	Number of Prior Convictions					
	New Pride (6)*		New Pride (4)**		Control Group	
	#	%	#	%	#	%
None	5	4.1	2	2.5	4	5.3
One	5	4.1	3	3.8	36	47.4
Two	12	9.9	6	7.5	18	23.7
Three	23	19.0	16	20.0	7	9.2
Four	15	12.4	10	12.5	5	6.6
Five	18	14.9	13	16.2	1	1.3
Six	14	11.6	8	10.0	1	1.3
Seven	12	9.9	9	11.3	0	0
Eight or More	17	14.0	13	16.2	0	0
Missing Data	0	0	0	0	4	5.3
Total	**121**	**100.0**	**80**	**100.0**	**76**	**100.0**

	Number of Prior Convictions for Referral Offenses****					
	New Pride (6)*		New Pride (4)**		Control Group	
	#	%	#	%	#	%
None	17	14.0	8	10.0	21	27.6
One	34	28.1	27	33.8	35	46.0
Two	33	27.3	20	25.0	12	15.8
Three	21	17.4	14	17.5	3	3.9
Four or More	16	13.3	11	13.8	1	1.3
Missing Data	0	0	0	0	4	5.3
Total	**121**	**100.0**	**80**	**100.0**	**76**	**100.0**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride*, Denver Anti-Crime Council.

* Includes the first six New Pride cohorts. Cohort start-up dates range from 9-1-73 to 4-1-75.

** Includes the first four New Pride cohorts. Cohort start-up dates range from 9-1-73 to 8-1-74.

*** Percentage calculations include missing data in the denominator.

**** Burglary, robbery or assault related to robbery.

more current data on project participants, as was cited earlier, and that the greater number of convictions is in part an artifact of differences in the availability of data. Comparable differences are observed in prior convictions when control group subjects are compared to the first six cohorts. *The differences, if not artifactual, indicate that New Pride clients, on the average, have substantially worse conviction records than controls.* As noted in Chapter Three, a number of juveniles have been ordered by the court to participate in Project New Pride, resulting in their bypassing the random assignment procedure. In the comparison samples cited above, court ordered clients account for only three of the 121 clients, however, and these clients clearly do not account for the difference observed.

Rearrests

Table 5 presents a comparison of New Pride and control subjects in terms of first rearrests. The specific offenses are noted with the first three listed being referral offenses (robbery, assault, and burglary). The "other" category refers to a variety of misdemeanors, while the status category refers to status offenses such as truancy or curfew violations. Data are presented in Table 5 for each cohort and its associated control group plus combined comparisons for the first four and six New Pride cohorts with the control group. As can be seen from the total columns, the control group recidivism rate for first rearrests was 68 percent compared to New Pride client recidivism of 57 percent and 50 percent respectively for the first four and first six cohorts. The comparison between the first four New Pride cohorts and controls results in a x^2 of 2.58 <.20, while the comparison between the first six New Pride cohort and controls results in a x^2 of 6.04, $p < .02$. The comparison is far more favorable to New Pride when the first six cohorts are combined because of the very low recidivism rates in the fifth and sixth New Pride cohorts (40 and 30 percent respectively). The recidivism rates can be seen to vary substantially from cohort to cohort with the first two New Pride cohorts having recidivism rates which are considerably lower than control rates while cohorts 3 and 4 have recidivism rates which are actually higher than control levels. Statistical analyses of the four cohorts separately indicate that only the second New Pride cohort is significantly different from its control. A combined analysis controlling for cohorts results in a x^2 of 9.11, (4df) and a $p = .06$. The causes for the differences between the recidivism rates in the various cohorts are not readily apparent.

Table 5

Frequency of First Rearrests for New Pride and Control Youths

Offense	First Cohort		Second Cohort		Third Cohort		Fourth Cohort		Total (4vs4)*		NP5	NP6	Total (6vs4)**	
	NP	Control	NP	Control	NP	Control	NP	Control						
Robbery	1	0	0	2	1	0	2	1	4	3	1	0	5	3
Assault	2	0	1	0	1	0	2	0	6	0	1	1	8	0
Burglary	1	3	0	1	0	2	2	2	3	8	1	3	7	8
Auto Theft	2	1	2	2	3	0	1	0	8	3	0	0	10	3
Larceny	2	2	1	2	4	2	4	2	11	8	2	0	11	8
Drugs	0	0	1	1	0	3	0	1	1	5	0	1	2	5
Status	2	2	2	4	3	2	3	1	10	9	0	1	11	9
Other	1	5	0	3	2	5	0	1	3	14	3	1	7	14
None	9	4	13	5	6	8	6	6	34	23	12	14	60	23
Total	**20**	**17**	**20**	**20**	**20**	**22**	**20**	**14**	**80**	**73**	**20**	**30**	**121**	**73**
% Recid.	**55**	**76**	**35**	**75**	**70**	**64**	**70**	**57**	**57**	**68**	**40**	**30**	**50**	**68**

* This comparison involves the first four New Pride cohorts and the four control cohorts with start-up dates ranging from 9-1-73 to 8-1-74.

**This comparison involves the first six New Pride cohorts with start-up dates ranging from 9-1-73 to 4-1-75, and the four control cohorts.

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Table 6 presents a comparison between New Pride referral offense rearrests and those of controls. Thirty-two percent of control group subjects were arrested at least once for referral offenses compared to 29 percent of New Pride clients in the first four cohorts and 27 percent of New Pride clients in the first six cohorts. In each case New Pride referral offense recidivism is lower than that of the control group but not significantly so.

Table 6

Rearrests of New Pride and Control Youths as a Function of Control Program Participation

All Re-arrest Categories

	New Pride		Control Group*		
	NP (4)	NP (6)	Total	W/other program	No other program
Rearrested (percent)	46 (57)	61 (50)	50 (68)	31 (64)	11 (73)
Never Rearrested (percent)	34 (43)	60 (50)	23 (32)	17 (36)	4 (27)
Total	80	121	73	48	15

Referral Offense Re-arrests**

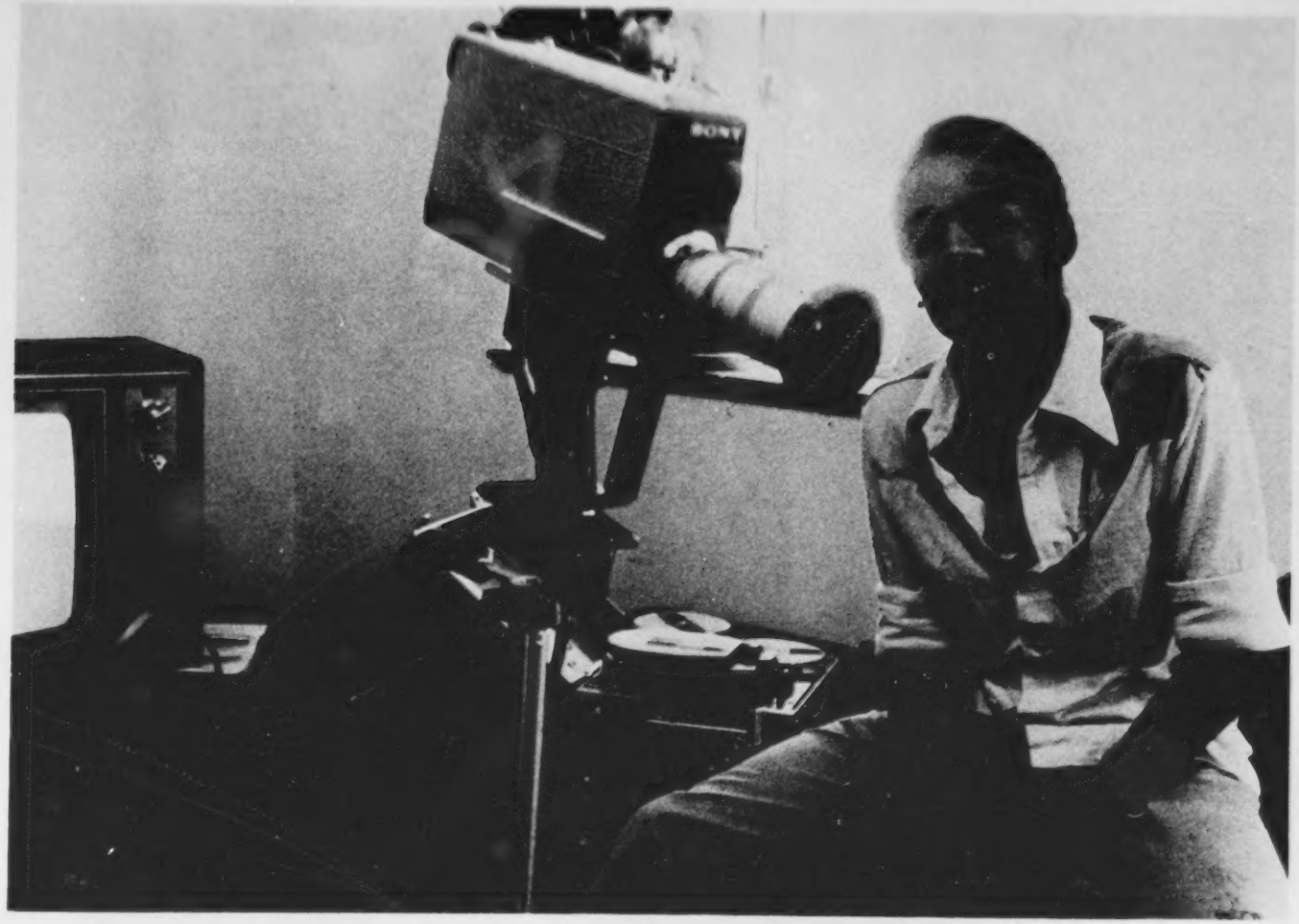
Rearrested (percent)	23 (29)	33 (27)	24 (32)	13 (27)	8 (57)
Never Rearrested (percent)	57 (71)	88 73)	48 (68)	35 (73)	6 (14)
Total	80	121	72***	48	14

* Data were not available for 10 control subjects on program participation.
** Burglary, robbery or assault related to robbery.
*** Data on one control subject is missing.

Table 6 also presents data on the effects of program participation for control group subjects. Control group subjects were categorized as having participated in a program if the Probation Department notes in the subject's file indicated program placement. As was noted earlier, the probation files varied greatly in the amount of material presented, and further analyses in terms of project type are not advisable due to the likely unreliability of the program data. Since no information on length or intensiveness of participation in other programs was available in reliable form, the comparisons in terms of control program participation should be interpreted with caution. The analyses in terms of control program participation indicate that control subjects have considerably lower recidivism rates if they participated in a program than if they did not (64 percent versus 73 percent for all rearrests and 27 percent versus 57 percent for referral offense rearrests).

It should be noted that in the comparisons of New Pride clients to control subjects, the two groups had roughly comparable numbers of status offenses and any differences between the groups are not due to this type of offense.

Three factors make the various comparisons cited above likely to be conservative estimates of the difference between New Pride clients and the control group. These factors which may have resulted in a bias toward a higher rate of reported recidivism among New Pride clients are: *(1) an imperfect randomization process, (2) the difficulty of obtaining complete rearrest information on controls, and (3) the participation of some control group members in other juvenile justice programs.* Some doubt is cast on the reliability of the randomization process by which the control group was chosen by the fact that New Pride clients differ substantially from members of the control group in prior conviction records. New Pride clients appear to have been drawn from a higher risk population than members of the control group, resulting in a test biased against New Pride. Because the correlation between pre-selection arrest or conviction and post-selection arrest or conviction is rather low, this bias is not large. Other biases may have been introduced by the small degree of underreporting in the control group discussed earlier in this section and the differential participation of control group members in other programs also discussed above. All of these problems place limitations on interpretation of the data and lead the study to depart from the "ideal" control group model discussed at the beginning of the chapter.



A New Pride youth demonstrates video tape equipment utilized for mock interviews in the employment component.

Table 7 presents a summary of some of the characteristics of rearrested and non-rearrested New Pride clients for the first six cohorts. As can be seen, Spanish-surnamed youth tended to have the highest recidivism rates. The impact of participation in school and employment is also noted in the table.

5.1.2 Improving Employment Opportunities

Following vocational training, 70 percent of all clients were placed on jobs. The rearrest rates for employed clients declined to 26.8 percent or to approximately one-third the rate of unemployed clients.

Table 8 presents placement data for the entire population. These data deal only with first job placements and demonstrate that most of the clients were placed in part-time rather than full-time employment. Unemployment levels during the second project year were far higher than those in the first year and have been attributed by the project staff to the generally poor economic conditions.

Table 9 indicates the duration of employment for New Pride clients placed in their first employment position. Very few clients continued at their first position after two months and roughly half of the total client group were either never employed or employed for less than one month. Table 10 presents cumulative data for the first three employment positions held by program participants. These data provide an interesting counterpoint to those in the previous table and demonstrate that although employment at the first job is not necessarily long in duration, clients are employed a considerable amount of time when later jobs are taken into account. For example, over half of the clients in the first-year sample were employed for over 60 days.

In general, the job placement data are relatively straightforward and indicate a considerable degree of success on the part of the program in placing clients in jobs.

Table 7 †

Client Characteristics by Client Rearrest

	First Year (N = 60)			Second Year (N = 61)		
	Ethnic Group			Ethnic Group		
	Black	Anglo	Sp/Am.	Black	Anglo	Sp/Am.
Rearrest While in Program	9(42.9%)	3(75.1%)	18(52.9%)	11(52.4%)	0(0.0%)	20(52.6%)
No Rearrest While in Program	12(57.1%)	1(25.0%)	16(47.1%)	10(47.6%)	2(100.0%)	18(47.7%)
Total	**21(100%)**	**4(100%)**	**24(100%)**	**21(100%)**	**2(100%)**	**38(100%)**

	School Dropout?		School Dropout?	
	Yes	No	Yes	No
Rearrest While in Program	22(51.2%)	8(53.3%)	14(38.9%)	17(70.8%)
No Rearrest While in Program	21(48.8%)	7(46.7%)	22(61.1%)	7(29.2%)
Total	**43(100%)**	**15(100%)**	**36(100%)**	**24(100%)**

	Client Return to School?			Client Return to School?		
	Yes	No	In Project	Yes	No	In Project
Rearrest While in Program	18(56.3%)	11(52.4%)	1(25.0%)	10(58.8%)	5(45.5%)	12(44.4%)
No Rearrest While in Program	14(43.7%)	10(47.6%)	3(75.0%)	7(41.2%)	6(54.5%)	15(55.6%)
Total	**32(100%)**	**21(100%)**	**4(100%)**	**17(100%)**	**11(100%)**	**27(100%)**

	Client Start Working?			Client Start Working?		
	Yes	No	In Project	Yes	No	In Project
Rearrest While in Program	28(56.0%)	1(25.0%)	0(0.0%)	11(64.7%)	10(55.6%)	5(35.7%)
No Rearrest While in Program	22(44.0%)	3(75.0%)	0(0.0%)	6(35.3%)	8(44.4%)	9(64.3%)
Total	**50(100%)**	**4(100%)**	**0(100%)**	**17(100%)**	**18(100%)**	**14(100%)**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride*, Denver Anti-Crime Council.

Table 8 †

Type of Employment For The First Placement
By Year and Total Population

Employment	1st Year Clients		2nd Year Clients		Total Population	
	Number	Percent	Number	Percent	Number	Percent
Full-time	7	11.7	0	0.0	7	5.8
Part-time	48	80.0	29	47.5	77	63.6
Not Employed	5	8.3	28	45.8	33	27.3
Missing Data	0	0.0	4	6.0	4	3.3
Total	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

Table 9 †

Duration of Employment for New Pride
Clients Placed in the First Employment Position

Duration	First Year		Second Year		Total Population	
	Number	Percent	Number	Percent	Number	Percent
Never Employed	5	8.3	28	45.9	33	27.3
1 - 29 Days	24	40.0	9	14.8	33	27.3
30 - 60 Days	20	33.3	4	6.6	24	19.8
60 - 90 Days	8	13.3	8	13.1	16	13.2
91 Days or More	3	5.0	1	1.6	4	3.3
Missing Data	0	0.0	11	18.0	11	9.1
Total	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

Table 10 †

Total Time Employed While In New Pride

Time Employed	1st Year Clients		2nd Year Clients		Total Population	
	Number	Percent	Number	Percent	Number	Percent
1 - 30 Days	9	15.0	6	9.8	15	12.4
31 - 60 Days	14	23.3	5	8.2	19	15.7
61 - 90 Days	14	23.3	5	8.2	19	15.7
91+ Days	18	30.0	6	9.8	24	19.8
Never Employed	5	8.3	28	45.9	33	27.3
Missing Data	0	0.0	11	18.0	11	9.1
Total	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride,* Denver Anti-Crime Council.

5.1.3 Providing Remedial Education

As was discussed in Chapter 4, the educational achievement of New Pride clients was assessed by performance on the Wide Range Achievement Test (WRAT). More than 60 percent of the first year clients and 50 percent of the second year clients had a missing test score resulting in usable pre-post data on only 43 percent of the client population. The data analysis conducted by the Denver Anti-Crime Council evaluators must only be considered suggestive of possible changes in achievement scores due to the large amount of missing data.

If systematic biases occurred in who missed the tests, substantial distortion of the results is likely. Nevertheless, it is instructive to examine the achievement score data as a rough indicant of the functioning of the educational program of Project New Pride. Table 11 presents data on reading, mathematics and spelling for the pre- and post-test WRAT administrations. Data are presented in terms of the disparity between the last school grade attended prior to New Pride and the achievement level attained on the WRAT. As can be seen from the table, achievement levels of the clients are very low. For example, over 85 percent of the clients scored four grades or more below their last assigned grade on the pre-test in mathematics. On the post-test this proportion was reduced to roughly 55 percent. The mean grade levels ranged from 4.65 to 4.96 on the pre-test and 5.85 to 6.62 on the post-test. Even though marked improvements occurred, 70 percent of the project participants still performed three grades or more below their last assigned grades on the post-test.

Table 12 provides an additional way to look at the achievement score data. Changes in achievement test scores for reading, mathematics, and spelling are presented in terms of the number of grade levels over which the scores increased. The average increase in reading performance was 1.24 grade levels, with 1.45 and 1.11 for mathematics and spelling respectively. It is difficult to determine the role of psychological or emotional factors when one attempts to interpret these improvements. Greater comfort in the testing situation, greater motivation to perform conscientiously, a desire to please the tester, etc. could all contribute to improved test scores without actually reflecting true academic improvement. The large amount of missing data also places substantial limits on the amount of weight which these data can carry,

Table 11 †

Disparity Between Grade Last Attended (Before New Pride) and Achievement Test Scores for Reading, Mathematics, and Spelling

	Pre-Test Scores			Post-Test Scores		
	Reading	Math	Spelling	Reading	Math	Spelling
	$\bar{x} = 4.65$	$\bar{x} = 4.96$	$\bar{x} = 4.77$	$\bar{x} = 6.05$	$\bar{x} = 6.62$	$\bar{x} = 5.85$
Higher than last grade	3 (2.6)	1 (.8)	3 (2.6)	4 (7.8)	5 (9.8)	2 (3.9)
No diff.	3 (2.6)	2 (1.7)	4 (3.5)	3 (5.9)	4 (7.8)	5 (9.8)
1	2 (1.8)	1 (.8)	3 (2.6)	3 (5.9)	1 (2.0)	3 (5.9)
2	3 (2.6)	1 (.8)	5 (4.4)	5 (9.8)	3 (5.9)	2 (3.9)
3	11 (9.7)	10 (8.7)	8 (7.0)	11 (21.6)	9 (17.7)	7 (13.7)
4	18 (15.9)	25 (21.7)	13 (11.4)	4 (7.8)	8 (15.7)	9 (17.7)
5	17 (14.9)	34 (29.6)	21 (18.4)	5 (9.8)	12 (23.5)	7 (13.7)
6+	57 (50.0)	41 (35.7)	57 (50.0)	16 (31.4)	9 (17.7)	16 (31.4)
Total	**114 (100%)**	**115 (100%)**	**114 (100%)**	**51 (100%)**	**51 (100%)**	**51 (100%)**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride*, Denver Anti-Crime Council.

Table 12 †

Changes in Achievement Performance For New Pride Clients*

	Reading		Math		Spelling	
	Number	Percent	Number	Percent	Number	Percent
Decrease/ Measured Scores	4	7.7	10	19.2	5	9.6
No Change	3	5.8	2	3.8	6	11.5
1 - .9 Grades	13	25.0	15	28.8	12	23.1
1.0 - 1.9 Grades	19	36.5	9	17.3	19	36.5
2.0 - 2.9 Grades	12	23.1	9	17.3	6	11.5
3.0 - 3.9 Grades	1	1.9	1	1.9	3	5.8
4.0 - 4.9 Grades	0	0.0	2	3.8	1	1.9
5.0 + Grades	0	0.0	4	7.7	0	0.0
Total	52 $\bar{x}$ = 1.24	100.0	52 $\bar{x}$ = 1.45	100.0	52 $\bar{x}$ = 1.11	100.0

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride,* Denver Anti-Crime Council.

*Clients for whom there were missing pre- or post-test scores (69) were eliminated from the calculation.

and they are merely suggestive of potential successes of the project in the area of academic education.

Table 13 provides a summary of the school status of New Pride clients following their completion of the three-month intensive phase of the project. Educational remediation continued for 25.6 percent of the clients in the New Pride Alternative School and for 41.3 percent in a school other than New Pride; 26.4 percent of the clients did not continue in an educational program after completion of their participation in the education program of New Pride. It should be noted that although the majority of clients returned to school, data are not available indicating the length of time that the clients returned. Overall, however, the data on reintegration of clients into educational programs is impressive, and supports the impressions received by many visitors to New Pride that the project staff have a marked capacity to develop positive attitudes toward education in their clientele.

Table 13 †

School Status for the New Pride Client Population

Client Return to School After New Pride?	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
Yes	33	55.0	17	27.9	50	41.3
No	21	35.0	11	18.0	32	26.4
Still in Project	4	6.7	27	44.3	31	25.6
Missing Data	2	3.3	6	9.8	8	6.6
Total	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride*, Denver Anti-Crime Council.

5.1.4 Treating Learning Disabilities

As was mentioned in Chapter 4, Project New Pride is conducting pioneering work in the area of learning disabilities among secondary school delinquent youth. The lack of prior work in this area severely limits the project's evaluative efforts. Diagnostic data indicating the proportion of clients having one or two disabilities and the type of disability found is presented in Table 14. Seventy-eight percent of the clients were observed to have at least one learning disability. The first year sample has a larger proportion of untested clients than the second, and it should be noted that in the second year 92 percent of the clients were found to have at least one learning disability. The most common disability found in the clients involved auditory discrimination, and auditory and visual memory deficits were the next most common problems. Multiple deficiencies were common in the client population, and roughly 71 percent of the New Pride participants were found to have at least two learning disabilities.

The project is currently collecting extensive data on the nature of the disabilities of its most severely affected clients at the Morgan Center for Learning Disabilities. Measures are being taken often to assess the impact of the remedial activities upon the client's learning disabilities. These data are not complete at present, however, and make it difficult to assess the impact of the therapies.

Approximately 25 percent of the New Pride clients have been provided with learning disability remediation since the inception of the learning disability program. The number has been restricted because of the size and design of the learning disabilities program. Separate grant support for the Center for Learning Disabilities will enable the staff to treat approximately 40 clients per year and thus greatly increase the extent of learning disabilities services. The average grade level at entry into the Learning Disability Center was 3.4 with the average last grade attended being 8.7. Improvements of 1.1 grades are noted in reading, a 1.0 improvement in spelling, and a .8 improvement in mathematics. These improvements may in part reflect learning disability remediation.

Table 14 †

Learning Disabilities Discovered in New Pride Client Population

FIRST TESTED DISABILITY	FIRST YEAR		SECOND YEAR		TOTAL POP.	
	#	%	#	%	#	%
Auditory Discrimination	20	33.3	26	42.6	46	38.0
Auditory Memory	2	3.3	13	21.3	15	12.4
Visual Memory	3	5.0	12	19.7	15	12.4
Visualization	9	15.0	1	1.6	10	8.3
Time and Space Relationship	0	0.0	4	6.6	4	3.3
Other	4	6.7	0	0.0	4	3.3
Not Tested/None	22	36.7	5	8.2	27	22.3
Total	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

SECOND TESTED DISABILITY	FIRST YEAR		SECOND YEAR		TOTAL POP.	
	#	%	#	%	#	%
Auditory Memory	5	8.3	16	26.2	21	17.4
Visual Memory	12	20.0	11	18.0	23	19.0
Visualization	4	6.7	4	6.6	8	6.6
Association	2	3.3	8	13.1	10	8.3
Speech	5	8.3	3	4.9	8	6.6
Visual Motor	2	3.3	2	3.3	4	3.3
Self-Concept Orientation	0	0.0	4	6.6	4	3.3
Other	3	5.0	5	8.2	8	6.6
Not Tested/None	27	45.0	8	13.1	35	28.9
Total	**60**	**100.0**	**61**	**100.0**	**121**	**100.0**

† Browne, Stephen F., *Evaluation Report, June 1, 1973 - August 30, 1975, Project New Pride,* Denver Anti-Crime Council.

5.1.5 Assessing Subsidiary Goals

In addition to the goals discussed above for the areas of recidivism, employment, academic education, and learning disability remediation, Project New Pride has an interest in its impact in the areas of counseling, cultural education, and volunteer services. Thus far, systematic empirical research in these areas has not been completed. A professor at a nearby university is currently collecting data on the project's counseling services, and the results of this study will hopefully shed light on the impact of the counseling program. Measures of the effect of the cultural education program have not as yet been developed and would need to deal with general knowledge and attitudes. An evaluation of the volunteer services program and its influences on clients, the volunteers, and the community would be particularly interesting. Funding has not been available in the past to develop the sophisticated research designs and instruments necessary to intensively study these facets of the New Pride program, but project staff hope that these aspects will be able to be evaluated in the future.

5.2 Costs

The total LEAA and required matching funds for the first three years of project operations have amounted to $535,245. The costs of the project have been distributed in the following manner:

Personnel	$334,075
Operating expenses	48,367
Equipment	11,686
Travel	13,200
Consultants	12,680

In addition to these costs, the Red Cross has covered salaries amounting to $27,600. Thus, not including Red Cross contributions of office space and equipment, operating expenses for one year approximated $237,604. New Pride serves 60 clients per year and costs $3,960 per client (excluding volunteer services with an estimated worth of $25,633 in 1975 and donations of $11,902 in 1975 which were used largely for recreational purposes).

Probation costs are estimated to be $807.50 per client year and incarceration to be $12,000 per inmate per year. Difficulties occur in attempting to estimate the proportion of New Pride clients who would have been incarcerated without the benefit of New Pride's services, and thus it is difficult to assess the potential costs which the juvenile justice system would have incurred if New Pride did not exist. The Presiding Judge of the Denver Juvenile Court generally considers the project to be an alternative to incarceration. New Pride is often described by project staff as an alternative for youngsters "on the verge" of incarceration -- juveniles who might be routed to other available service programs in the immediate future but who would probably end up incarcerated within a year or so. Hence, while it may be difficult to attribute immediate cost savings to the New Pride approach, the performance data do suggest that Denver has made a productive investment in the future.

Project New Pride is currently funded by the Colorado Division of Youth Services (DYS) and receives supplementary funds from a variety of foundations and donors. The DYS funding support is subject to legislative review and approval each year. New Pride received a grant of $120,475 to cover a ten-month period from September 1, 1976 to June 30, 1977. Accumulated savings from LEAA grants of $48,975 were utilized to cover the two-month period between the termination of LEAA support (June 30, 1976) and the start of DYS support. The Red Cross has continued to support salaries at the Learning Disabilities Center and to provide office space and equipment. The Red Cross salary contribution is $32,658 as compared to the previous fiscal year's support of $27,600. Thus, not including Red Cross contributions of office space and equipment, operating expenses for New Pride are now $202,108. This funding represents approximately 85 percent of the project's previous operating costs while under LEAA support. However, the separate funding support recently obtained for the Learning Disabilities Center will enable New Pride to maintain its same high level of service delivery and to restore several positions that have been temporarily eliminated during this fiscal year of operation.

CHAPTER 6
EVALUATION GUIDELINES

All project directors of criminal justice programs are repeatedly confronted with the question, "Does it work?" In some situations the question can be answered briefly and anecdotally. Inevitably, the time arrives, however, when decisions regarding continued program funding need to be made. Evaluations can assist in funding decisions as well as in helping programs to determine which of their components are most effective and which components simply do not work.

This chapter surveys techniques available for assessing juvenile assistance programs such as Project New Pride and provides the potential evaluator with information regarding how to assess (1) recidivism reduction, (2) employment services, (3) educational services, (4) learning disability therapy, and (5) subsidiary project goals.

6.1 Assessing Recidivism

As was discussed in Chapter 5, the most preferred research design for assessing recidivism would be a true experimental design in which a potential pool of project clients was divided into an experimental and control group by random assignment. Section 5.1.1 discusses the need for pre- and post-treatment measures on the two groups, the difficulty and ethical dilemma of having a control group which does not participate in other available programs, and the usefulness of arrests as a measure of recidivism. If circumstances make it impossible for a researcher to employ a true experimental design, a number of quasi-experimental options are available.

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One potential design often used in assessing recidivism involves the establishment of a control group by statistical methods. Pre- and post-treatment measures are gathered for the experimental group, and a control group matched in terms of relevant characteristics is compared to the experimental group. Numerous problems exist with this design, however.

It is often difficult to determine the appropriate characteristics for matching the control group to the experimental group. In the case of a study of recidivism, prior record is of course a prime basis for matching. Demographic characteristics might also be very appropriate as a matching factor. Many factors, however, simply cannot be adequately matched in this design. For example, many projects allow for an element of self-selection on the part of subjects in initially becoming members of the potential treatment pool. Potential project participants may have to voluntarily agree in consultation with a probation officer or other official that they would be interested in participation in the project. This self-selection may be determined by a wide range of familial or attitudinal factors which are extremely difficult to assess and which cannot be used as matching criteria because they are unknown, or comparable measures on controls are not available or feasible. Alternative explanations for differences observed between experimental and control groups are always far more plausible in this quasi-experimental design than in the true experimental design employing random assignment to conditions. A variety of statistical techniques such as the analysis of covariance allow one to at least attempt to control for some of these alternative explanations, and this design can at times be quite powerful in allowing one to evaluate a program's effect.

A less desirable quasi-experimental design involves comparisons between pre- and post-treatment conditions without the provision of any control group. This design leaves many alternative explanations for the program effect open to question and generally should be avoided. Many other potential research designs exist, but the two noted above are probably the ones most relevant in the present context.

If arrest data are used as the measure of recidivism, an additional problem in interpreting the data occurs due to the potential influence of project participation upon police decisions to arrest a given youth. For example, in the case of Project New Pride both

project staff and Advisory Board members have discussed potential cases of harassment with the police and have urged the police not to call in specific project participants on mere suspicion of committing a crime. Since project participants tend to have very long records, they are often high on the police officers' list of likely suspects, and tend to be picked up or ordered to appear at the police station with some regularity. The impact on arrests of this sort of intervention by the project is virtually impossible to measure and may not be at all significant. To the extent that the police do modify their arrest practices on the basis of recommendations by project staff, the number of project participant arrests may be reduced from that of comparable control subjects for reasons relating to police rather than project participant behavior. Possible alternatives to the use of arrest data as the measure of recidivism include the number of petitions to the court, or petitions adjudicated delinquent. Substantial attrition occurs between arrests, charges, and convictions however, and as one moves further from arrest data the opportunities for extraneous influences unrelated to the client's behavior also increase. No measure of recidivism is without substantial potential biases. In brief, recommendations for the conduct of a study of client recidivism include the following:

- employ a true experimental design with a randomly selected control group, pre- and post-treatment measures, and appropriate statistical analyses if at all possible.

- develop a mechanism for reliably collecting arrest (or whatever other measure is chosen) data from the police for both experimental and control groups.

- collect data on experimental and control demographic characteristics, criminal histories, etc., from the probation department and notify probation officers of your need for thorough and reliable data.

- analyze offense data by type of offense so that status offenses can be separated from other offenses. This technique also enables the researcher to gauge the seriousness as well as the volume of experimental and control group offenses.

- analyze offense data in terms of the demographic characteristics and criminal histories of the subjects as well as in terms of educational and employment achievements.

A New Pride client works on typing skills in preparation for seeking a job.

- determine whether control subjects have participated in other programs during the at-risk period. Analyze the data in terms of control program participants vs. non-participants, and if possible by their degree and/or type of program participation.

6.2 Assessing Employment Services

A range of potential measures of project success in the area of employment services are available. The most fundamental measure is the number of clients acquiring and maintaining employment. The quality of performance on the job as assessed by the employer or other observers is another potential measure of effectiveness of the job placement program. Overall assessment of the program can include measures of the number of employers participating in the program, the percentage of employers contacted willing to participate, etc.

Experimental design considerations are far less critical in assessing the success of the job placement program than in assessing recidivism because measures are far more reliable (e.g., employed/not employed) and objectives are less complex. As stated, the project goal is simply to place as many clients as possible on full- or part-time jobs. Comparisons can be made with previous employment levels of project participants and with those of control subjects analogous to those discussed above in reference to recidivism. These comparisons are less critical than in the case of the recidivism research because unemployment levels are likely to have been very high for both groups and are likely to stay high without explicit interventions.

6.3 Assessing Educational Services

Project goals in the area of academic education are generally two-fold: to improve the educational level of project participants as measured by standardized tests, and to reintegrate clients into school programs. The first objective can be assessed by a number of different standardized tests, and the reliability and validity of the tests used will determine in large part the value of the

assessment. A further influence on the interpretation of standardized test performance involves the emotional and psychological factors affecting performance noted in Chapter 5. These factors can enter in during pre- and/or post-testing sessions and can influence the measured level of ability of the participants. It is conceivable that a substantial increase in measured academic performance on the part of clients may reflect in part their greater comfort in the testing situation and their reduced fear of evaluation rather than real academic gains. The second objective, reintegration into school programs, has comparable measurement issues to the assessment of job placement.

6.4 Assessing Learning Disability Remediation

The objective of remediating or compensating for identified learning disabilities provides a number of measurement difficulties. Project New Pride is conducting pioneering work in the remediation of learning disabilities among secondary school delinquent clients. Little normative data exist which allow one to judge a given disability as remediated or compensated, particularly since there are a great many different potential disabilities which often have complex interactions with one another and with emotional factors. Indirect and direct measures have been made by Project New Pride both prior to therapy and following therapy. Indirect measures include measures of perceptual functioning, coordination, visual tracking, etc., while direct measures include assessments of acuity, and skills on written tests. Given the current state-of-the-art, the use of a control group would be difficult. Hopefully, most youth diagnosed as having substantial learning disabilities will be able to receive remedial services. A simple pre-post design although not rigorous may be preferable in this context.

6.5 Assessing Subsidiary Project Goals

Difficulties with the evaluation of counseling services, cultural education, and volunteer services were discussed in Chapter 5. All three of these services are subordinate to the services already discussed in this chapter, and although they are extremely important to the functioning of a project their assessment is difficult. As in the case of Project New Pride, it may be advisable to seek the assistance of staff at a nearby university

in assessing the effectiveness of counseling services. Professors and their students may be willing to undertake a study of counseling services at no expense to the project and be able to devise the sophisticated measures required to assess changes in self-concept, adaptation, etc.

The impact of cultural education upon clients can be assessed by the use of attitude questionnaires and measures of their tendency to engage in cultural activities following termination of project services.

Volunteer services may have a complex range of impacts upon the clients, the volunteers, and upon the community. Again a sophisticated research design to assess these impacts would be worthwhile. Volunteers may become more open to assisting in other projects and may become community leaders due to their activities.

In addition to the various impact evaluations discussed above, the project will also need to maintain clear and thorough records of project operations. These records should provide detailed accounts of the activities, progress, and problems of program clients as well as note the activities of staff and volunteers. Project New Pride has developed comprehensive systems for monitoring its ongoing operations, and other programs would need to develop systems adapted to their array of services and procedures.

CHAPTER 7
REPLICATION ISSUES

Project New Pride is designed to reduce recidivism among its clientele of sixty youngsters. These youngsters are characterized as multiple, high-risk offenders and, for the most part, have lengthy records of prior arrests and convictions. This objective is to be reached through intensive interaction and service delivery with an emphasis on educational remediation. Although it has not yet been conclusively demonstrated what effect intensive supervision and educational assistance produce on delinquency-prone youth, continued academic failure and juvenile delinquency are commonly believed to have a strong relationship.

New Pride, while similar in design to many juvenile projects in terms of service duration and aspects of the treatment approach, differs in two respects. First, unlike most multi-service youth programs that avoid treating very troublesome, "hard core" delinquents, New Pride serves only those adjudicated youths with a history of serious offenses. New Pride staff feel that providing innovative programming for the juvenile multiple offender rather than first offenders is a more effective approach to the problem of juvenile delinquency. Second, few programs provide all four of the main services provided by New Pride in addition to learning disability remediation. New Pride has created a series of services that are well-integrated and flexible enough to address the specific interests and needs of any youth. Moreover, continuing services are available and regularly provided in the follow-up period which often becomes quite perfunctory in many projects.

Potential replicators must consider not only the internal design and operations of New Pride but also the kinds of relationships that the project has developed with community and judicial officials. The following sections examine external and internal factors which have significantly contributed to the project's effectiveness.

7.1 External Factors

Two of the key features of New Pride's success have been the relationships developed with the juvenile court and with community and business organizations. As discussed in Chapter Two, throughout the period of program development the Project Director, recognizing the importance of community and judicial support, regularly solicited advice and assistance from key officials--probation officers, referees and judges--to establish referral procedures and project direction. Potential replicators will find this approach during project development to be indispensable to project operations.

7.1.1 Relationship with Juvenile Court

Clearly, arrangements and relationships established with local court and probation officials are integral to successful project operations. To receive referrals meeting project criteria, it is necessary that these individuals be convinced that the project is providing suitable services and will be responsive to court needs such as information with objectivity.

The Project Director of New Pride met frequently with the Presiding Judge of the Denver Juvenile Court during the program design and implementation stage. In addition, probation officers were thoroughly briefed by the Project Director before referral procedures were implemented and one probation officer screened candidates for the initial hiring of project staff. The relationship that exists between New Pride and the judiciary is candid and open with each working to support the other in achieving its objectives. New Pride has been responsive to suggestions offered by judges and probation officers and these individuals, in turn, are kept fully informed of client progress and problems.

The confidence engendered by this relationship has caused judges to place youngsters in New Pride and parole officers to use New Pride as a supervisory agent for clients released from incarceration. Although the project would like to resist such referrals, it clearly demonstrates that New Pride has established a reliable reputation.

7.1.2 Community Relations

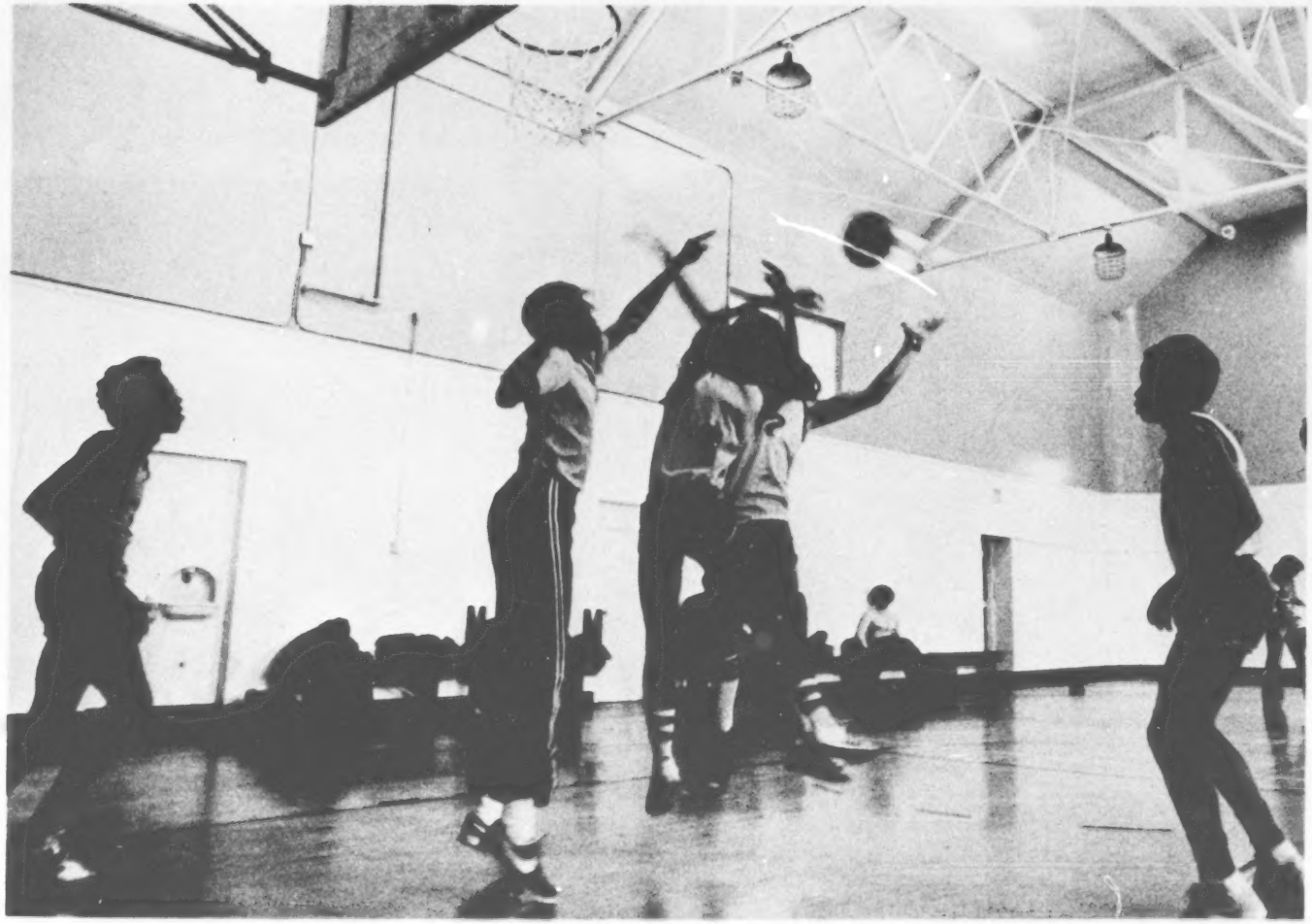
A critical factor to the operation of New Pride has been the involvement and support of community and business organizations and individuals. Three key supporters can be identified:

- Mile High Chapter of the Red Cross: Essentially responsible for initial support and development of New Pride, the Red Cross has contributed in-kind support of office space and equipment plus paying several personnel salaries at the Learning Disabilities Center. In addition, Red Cross management staff have provided advice and technical assistance throughout.

- Volunteer Coordinator: The Volunteer Coordinator, through her extensive contacts with community and business leaders in Denver, has been able to solicit assistance and donations from many individuals and organizations. In addition, she served in this position for the first year of project operations without salary.

- Chamber of Commerce: Through Chamber of Commerce sponsorship, New Pride has had access and introductions to many potential and present employers for clients. In addition, several influential businessmen who were on Chamber of Commerce Task Forces have become members of the project's Advisory Board.

The substantial contributions of volunteer manpower and other donations represent a significant aspect of New Pride's effectiveness. New Pride serves as a placement for several undergraduate and graduate departments of local universities. This enables the project to utilize the services of students concentrating in psychology and sociology who are interested in applying classroom techniques to "real-life" situations. Certainly, replicators in other communities should be able to recruit volunteers from community organizations and local universities. However, the extensive degree of support New Pride has received from the Red Cross would probably be hard to replicate. Furthermore, such a host agency might expect to significantly influence operations. Although the Red Cross made a substantial investment in New Pride, they refrained from exerting any partisan influence on the direction of the program.



Youths from the two New Pride schools play a basketball game.

7.2 Design and Organization

The proposed design of New Pride was structured to provide in an integrated manner an extensive assortment of services. The development of the four treatment components was the product of the Project Director's study and the consulting services of a local psychologist and sociologist.

- Treatment Services. Although New Pride's holistic concept is particularly well implemented, there is nothing unique in each of its separate components. Nevertheless, replicators must take each component into consideration separately to insure uniformity of treatment and to assess specific problems.

  1. Educational Services. Replication of the Learning Disabilities Center requires learning disability and perceptual handicap specialists who should be at least available for consultation services in any moderate-sized community. In turn, these individuals should have access to equipment in their own offices, thus obviating the need for the project to invest in such supplies. A project would only need to invest in such equipment if it were planning to handle a much larger caseload than New Pride. Establishing an alternative school requires certified teachers to gain accreditation. This should prove to be no problem.

  2. Employment. Obviously, it is hard to find employment for juveniles. New Pride may have had a great degree of success because of its extensive network of business and community supporters.

  3. Counseling. The relatively small caseloads (15 to 17, including active and follow-up cases) maintained by New Pride appear to be an important aspect of the project's design. In-house training seminars to maintain and upgrade counseling skills are an important factor contributing to counselors' professionalism.

  4. Cultural Education. This is a component that can be easily structured in any community regardless of size. Again, New Pride's extensive community con-

tacts have created a rich variety of opportunities and events offered to clients.

Although no single element of the program design should present problems to the potential replicator, New Pride is a fairly expensive juvenile service program, with per capita cost of roughly $4,000. Since the program relies on the delivery of intensive service under the limited caseloads afforded by a high staff to client ratio, it is probably fair to conclude that the same model could not be executed elsewhere at substantially lower cost. However, the replicator has two options that can contribute to diminished cost. The replicator can subcontract the treatment components--a move that will divert costs without necessarily reducing them--or make use of available community services when possible at no cost to the project. Should either of these options be chosen, the replicator must recognize that a successful relationship between project and service component demands the negotiation of specific agreements for preferential treatment at the outset. Furthermore, overseeing and follow-up procedures need to be more carefully monitored than would be required if the services were administered directly by the program.

Currently, the organization and services at New Pride and the Learning Disabilities Center are administered essentially in the same manner as when the two projects were one. Separate funding has not diminished the quality or effectiveness of the services provided. Rather than attempt to provide all such services on their own, replicators are encouraged to explore the possibility of using existing community organizations that possess the necessary expertise.

APPENDIX A

NEW PRIDE ALTERNATIVE SCHOOL CURRICULUM MATERIALS

New Pride Alternative School Curriculum Materials

Guidebook to Better Reading The Economy Company
1 Supplementary Readers Kit--includes:
- Handbook
- Eyebrowe
- The Jinx Boat
- Explore
- Thrust
- Las Curas De Chico
- Junkyard Holiday
- Quest
- Venture
- On Polecat Mountain
- Snowbound
- Moneywise
- Benchmark

Duplicating Masters for GBR Supplementary Readers
Guidebook to Better Reading: Teachers Manual
Guidebook to Better Reading
Guidebook to Better Reading: Duplicating Master
West Word Bound Book: Teacher's Edition
West Word Bound Book

Guidebook to Better English: Handbook
Guidebook to Better English: Level I
Guidebook to Better English: Level II
Guidebook to Better English: Level III
Guidebook to Better English: Level IV

Guidebook to Mathematics: Teacher's Handbook
Guidebook to Mathematics: Workbook

Using English Workbook
Functional English Workbook
Learning Our Language Book I
Learning Our Language Book II

Continuous Progress in Spelling Advanced
Duplicating Masters
Continuous Progress in Spelling Kit

Veri Tech
Record Keeping Chart for Veri Tech Math Lab II
1. Mini Veri Tech Intermediate Math Lab II
   Books: Place value and numeration
   Addition

Subtraction
Multiplication
Division
Fractions 1
Fractions 2
Decimals
Mixed computation and problem solving
Metric measurement

Teachers Guide for Veri Tech Math Labs

2. Veri Tech
   First math book
   Second math book
   Third math book
   Intermediate fourth math book
   Math Book: Adding, subtracting to 100
   Math Book 2
   Fractions book 1
   Fractions book 2
   Vocabulary workbook 3
   Vocabulary workbook 4
   Vocabulary workbook 5
   Vocabulary workbook 6
   Vocabulary workbook 7

Our United States
The American People: to 1900
The American People: since 1900

Adult Reader
Basic Science for Living Book 1
Basic Science for Living Book 2

Mathematics in Living Series
   Book one: Buying
   Book two: Wages and Budgets
   Book three: Banking
   Book four: Credit, loans and taxes

From A to Z
General Educaticn Series: English
General Education Series: Mathematics
General Education Series: Social Studies
General Education Series: Natural Science
General Education Series: Review
General Education Series: Literary Materials

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Academic Activities for Adolescents with Learning Disabilities:
Evalyn James Bailey

Dynamite Wheels: A Reading Series: Interpretive Education

Pathways in Science
Biology 1: The Materials of Life
Biology 2: Built for Living
Biology 3: The Next Generation

Earth Science 1: The Earth We Live On
Earth Science 2: Oceans of Air and Water
Earth Science 3: Man and Energy in Space

Chemistry 1: The Materials of Nature
Chemistry 2: Chemistry of Mixtures
Chemistry 3: Chemistry of Metals

Physics 1: The Forces of Nature
Physics 2: Matter and Energy
Physics 3: Sound and Light

Pathways in Science Series: Teacher's Guide and Answer Key

Getting It Together: A Psychology Book for Today's Problems
Teaching Guide

Modern Short Biographies
Teachers Guide

Living City Adventures
Push Hour
Rooftops
Street Sounds
Teacher's Guide to the above three

Adventuring in the City
Teachers Guide

Minorities USA
Teachers Guide

Inquiry USA
Teachers Guide

The Afro-American in United States History
Teachers Guide

The Tempo Series
Off Beat
Off Beat and Speaking Out on Off Beat, Teachers Guide
Free and Easy
Free and Easy and Speaking Out on Free and Easy, Teachers Guide
Up From Zero
Up From Zero and Speaking Out on Up From Zero, Teachers Guide
Changing
Changing and Speaking Out on Changing, Teachers Guide

Auditory Perception Training APT, Willette, Rosemarie and others.
Auditory Discrimination in Depth, Charles H. and Patricia C. Lindamood.
Controlled Reading Study Guide, Educational Developmental Laboratories, McGraw-Hill.
Remedial Reading Drills, Thorleif G. Hegge, George Wohr Publishing Company.
Merrill Linguistic Reader, Merrill Publishing Co.
Be a Better Reader, Nila Smith, 2nd edition, Prentice-Hall.
Reader's Digest Advanced Reading Skill Practice Pad, George Spache. Reader's Digest Services, Inc.
Free to Read, a Guide to Effective Reading, Henry A. Bamman and others, Field Educational Publications, Inc.
A Parade of Lines, Paul C. Holmes and Anita J. Lehman, Canfield Press.
Continuous Progress in Spelling, Edwin A., Ruel A. Read, The Economy Company.
Continuous Progress in Spelling, Advanced Duplicating Masters, The Economy Company.
The Afro-American in United States History, Benjamin DaSilva and others.
The American People. Their History to 1900, Henry C. Dethloff and Allen E. Begnaud.
Minorities: U.S.A., Milton Finkelstein and others, Globe Book Co.
Social Studies, Philip J. Gearing and Carol Lankford, General Education Series, Steck-Vaughn Co.
Inquiry: U.S.A., Ralph J. Kane and Jeffrey A. Glover, Globe Book Co.
Our United States, Thomas Portwood, and Mary E. Portwood, Steck-Vaughn Company.

APPENDIX B

CURRICULUM DESIGN FOR THE LEARNING DiSABILITIES CENTER

CURRICULUM DESIGN

Introduction

New Pride proposes to use standardized procedures and techniques in order to enhance the transferability of the concepts outlined. The learning disability center of Project New Pride is a therapeutically oriented learning lab where students work at their own pace to attain individual goals. The center is designed for students (average age, 16) who test out at a sixth grade level or below. All youth are average or above average in intelligence, yet are educationally handicapped because they function at least three grade levels below school placement. All students have two or more diagnosed learning disabilities.

The curriculum design is oriented toward the individual student and materials used were selected based on what they teach students and their interest level. Interest level is of major importance because of this specific population's well documented short attention span. "Real-life" experiences are also incorporated into the curriculum. The SRA (Scientific Research Associates) series is the key element in the educational program. It is used at all levels, however, it is used primarily as a supplement to other materials. The primary goal of the learning disability center is two-fold: Remediation of specific, identifiable learning disabilities, coupled with the remediation of basic academic skills (reading, mathematics, spelling).

The literature identifies "hundreds" of learning disabilities and there is little agreement as to whether or not most can be remediated. The purpose of this program is to focus on those disabilities that occur in significant numbers among this particular population. Over 80 percent of Pride students have deficiencies in their visual, auditory, tactile, or motor abilities. Significant

Pride findings are that the visual and auditory systems are most deficient. Students with these deficiencies often have received little remediation because of the expense involved in private therapy and the lack of public school programs to accommodate such disabilities. Among nonincarcerated youth with delinquent backgrounds, the Pride program is designed to remediate the most frequently occurring disabilities, visual and auditory. The therapeutic approach is divided into six categories:

I. Visualization Sessions: Helping the child obtain an accurate picture of what words convey and getting the child to work on regenerating previously experienced patterns and projecting them for help in imagination and seeing relationships.

II. Accommodative Exercises: Working with the endurance and accuracy of the focusing system of the eyes in order to read longer and with more efficiency. Freeing the accommodative system also helps the eyes manipulate the data (extract more meaningful data from what is read) and improve the child's information processing. This along with problem solving techniques helps the child feel more relaxed, and better able to perform as less stress is placed on the autonomic nervous system.

III. Frustration Level Sessions: By slowly introducing a stress on the individual while performing a certain task, the frustration level of the child is raised so that he can cope better in certain circumstances. Working at a different tension level, working on violating certain reflexes and changing time requirements during exercises helps immensely in freeing the systems of the child for performance. The exercises are arranged within the child's capabilities so that the child will not fail.

IV. Binocular and Monocular Exercises: Are used to bring both the right and left sides of the body together for better efficiency in any motor task. By making both sides work together efficiently misdirected energy (from the person who is using it to suppress one eye or compensate for poor motor control) is used in extracting information from the environment.

V. Fine Eye Control Sessions: This consists of working with certain eye motor skills like saccadics, pursuits, rotation, near-far fixation, to avoid the skipping of letters, words, lines when reading, and helps the span of perception, thus eliminating the "one word at a time" reader. Through the use of lenses and prisms the therapist can quickly change the spatial surroundi ing. This requires ocular proprioception to recompute the change.

VI. Problem Solving Session: Focuses on problems that are designed to have multiple answers. Designed to reduce the rigidity of the autonomic nervous system, thus freeing the accommodative (focusing) system to manipulate and search for answers.

Therapy is progressive and involves three levels: A brief description of each level follows.

LEVEL I

Functional Visual Skills:

Tracking: pencil rotations visual, near area kinesthetic
marsden ball
kirshner rotations

Fixations: thumb
objects of table, random fixations
baseball fixations
four corner

Binocularity: pencil push ups (any monocular therapy)
pennies on the table
Brock string
Brock rings
Vectograms for range
Mirror cheiro
indirect mirror cheiro

Focus Change: Brock string, near to far
Monocular accommodative rock
Jenson rock
Accommodative rock (newspaper)
space mask rock

Lens Awareness: Prisms 10 diopers with bean bag toss
Adaptation
Diplopia

Localization: Straw piercing
bean bag toss

Space, shape, size: Flannel board (two figures only)

Gross motor: Angels in the snow
balance board
walking rail
basic trampoline
flash light walk
Yeng Yang exercise (Kirshner)

Behavioral Changes:

LEVEL II

Tracking: Marsden ball (laying down)
standing
with balance board
pegboards with lens
primary tracking

Fixations: Saccadics:
Baseball fixations on balance board
wall saccadics: non self directed (25 times)
walking and pointing laterally and cross bilateral
trampoline fixations

Direction: non self
arrows: gross motor and auditory the same

Gross Motor: trampoline Jumping Jack (one bounce)
jumping
jack (two bounces)
Buzz game, directions

Binocularity: Vectograms to increase flexibility
Brock string
Blow ball
Mirror cheiro
V.O. star
Mirror superimposition

Awareness Visual: Prism diplopia (response)
walking rail

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bean bag toss
Prism BU, BD, BR, E[illegible]ith bean bag toss
for adaptation [illegible] change

Focus Change: Binocular accommodative rock
Jensen rock
Brock string with 3 beads

Spacial Awareness: Pepper cards for size, shape, and direction
Flannel board

Visual Memory: The scene
What is it? Where is it?
Flannel board three or more figures

Self directed activities: Look ready touch back
Chalk board saccadics
Hart saccadics
Trampoline

LEVEL III

Tracking: Marsden ball - integration
balance board with continuous processing
peg board with lenses and continuous processing

Fixation and Saccadics: Combine saccadics on pursuits fixations
Arrows - opposite with speech
[illegible]th metronome (opposites)

self-directed
Look, ready, touch, back, cross bi-lateral fixations
silent but distinct movement with metronome
Hart saccadics on the balance board to the metronome

Binocularity: Jump ductions

Visual Memory: Memory with flash cards
Tach with no.'s up to 7
Geometric forms
space matching
alphabet with ball push forwards

Visualizations: Felt feet
Blind man bluff
Battle ship
3 D Tic Tac Toe
Telephone visualization
4 Square math game
word rotation
work picture game

Ball push with sentence--forwards and backwards, with a partner.

Frustration	frustration
Attention	attention
Self-awareness	cooperation

Behavioral changes:

Materials (Academic Remediation)

A. Reading

1. SRA series--comprehension skills, language and word meaning skills through use of stories and related questions. Basic teaching tool for students functioning on a 2.0 level and above.
2. Readers Digest--used to teach concepts, implications, sequences, causes, and effects, etc. Correlates with SRA. 1.0-6.0 grade level.
3. Sprint Magazine--standardized crossword puzzles designed to teach reading and spelling used 2.0 grade level and above. Stories and plays geared to 4.0 level and above. Interest level high.
4. Hip Reader--phonetic approach to reading used as reinforcement tool for students functioning below 2.0 grade level.
5. Mott Series--Language series, employs basic phonetic approach to reading. Also used for students functioning below 2.0 grade level. Approximately 10 to 20 percent of Pride students function at this level.
6. Weekly Reader Phonics--20 page booklet reviews all basic phonetic skills through the use of short articles of high interest. Geared toward grade levels 1.0-6.0.

7. Sullivan Series--used only for specific students. Caution is used with this series because its contents are extremely juvenile and interest level is low.

8. Barnell-Loft Special Skills Series--phonetic approach used as supplement to teaching of reading skills. 1.0-6.0 grade level.

9. Getting It Together--culturally oriented. High interest stories, featuring various ethnic groups, used to reinforce concepts and develop abstract thinking. 5.5 grade level and above.

10. Reading Sample--high interest level. Concentrates on building abstract thought processes. Also used for 5.5 grade level and above.

11. Scope Magazine--"mini-newspaper" features culturally oriented, contemporary short stories and news articles. Builds reading and abstractions skill, 5.5 grade level and above.

12. Skill Development Series--contemporary, culturally oriented, features stories about ethnic leaders. Develops word-meaning, comprehension and abstract thought. 5.5 grade level and above.

13. Double Action--contemporary, high interest level stories. Develops word meaning comprehension and abstract thought. 5.5 grade level and above.

14. MMM Reader--phonetic approach to reading for the visually-oriented non-reader.

15. Be A Better Reader Series--science and social studies oriented reading material with comprehensive questions and work on concrete vs. abstract thought. 5.0 grade level and above.

16. Scholastic Contact Series
    Drugs: scholastic approach to teaching insights and illusions to drugs
    Maturity: scholastic approach to dealing with maturing body
    Social Adjustments: scholastic approach to handling social adjustment by the growing adolescent
    Loyalties: features reading materials about growing up and problems faced.

17. Reading Power--levels 1, 2, 3, 4 feature reading programs for adult and teenage non-readers. Uses phonics base. From 0.0 to 6.0 grade level.

B. Mathematics

1. Merrill--primary teaching tool used for multiplication and fraction reinforcement. Includes base ten system. Can be used alone or as a remedial tool. Features tapes for auditory learners. Full progression.

2. Sullivan--other primary teaching tool includes self-checking cards to reinforce skills and remediation. Placement test cross-checks WRAT. Progression: addition to percentages.

3. Spectrum Series--basic math drills. Used for more advanced students or students who are uncomfortable about working out of Sullivan where answers are given. Progression: addition through beginning fractions and percentages.

4. SRA Series--computational math skills. Used as supplemental work to reinforce math skills, for more advanced students. Full progression.

5. Pacemaker Practical Math Series
   a. Money Makes Sense--basic addition and subtraction skills applied to use of currency.
   b. Using Dollars and Sense--reinforces addition and subtraction, using borrowing and carrying skills. Includes use of multiplication and division skills through the use of currency.
   c. Consumer Math--reinforcement of addition, subtraction, multiplication and division skills. Features use of currency from the consumer's standpoint. Used for students reading on a third grade level or above.
   d. Working Makes Sense--applies all math skills to working situations. Uses salaries paid by employment to teach computation of weekly wages, tax deductions, budgets, etc. This series is extremely difficult since it requires a reading level of 5.0. It is used in conjunction with the employment component of New Pride.

6. Mathematics in Living Series--applies the basic math skills to everyday living in wages, budgets, banking and buying.

7. Flash Cards, math games, checkers--are used primarily as reinforcers and to maintain interest level. They are also used to teach measurements, additions.

C. Spelling

1. Dr. Spello--this series is the primary teaching tool. Progresses from basic to complex language and spelling skills. Visually oriented. Used for 2.0 grade level and above.

2. Tach X--visually oriented, used to increase eye span, tracking, and variability. 3.0 grade level and above.

3. Magnetic Patterns--step by step progression from elementary to complex language and spelling skills. Features both tapes and student books. Used primarily for non-readers. 1.0 grade level and above.

4. Scott Foresman--Spelling our Language--comprehensive coverage of all language and spelling skills. Used for 1.0-8.0 grave levels.

5. Phonics We Use (A-H)--progression of phonics from most basic to complex. Used in conjunction with any reading series.

6. Phonice (A-F)--also a progression of phonetic analysis from most basic to complex. Used in conjunction with reading or to reinforce weak areas.

D. Science and Social Studies

1. SRA--Go Series--teaches basic science and social studies concepts. Develops language skills on a limited basis through use of poetry. Used for students functioning on a reading level of 4.0 and above.

2. Singer Reading Social Studies Series--features film strips and controlled reader machine. Visually oriented, it increases eye span, reading speed and comprehension while teaching basic social studies concepts. Used for 6.0 reading level and above.

3. Unicef 101 Ways to Science--very basic science experiments which teach science concepts in a fun, remedial way. Can be used for 1.0 grade levels and above. This is often used as a reward program for students. Interest level is very high.

4. National Geographic World Explorers Kit--Know America around the world features records, books, and artifacts. Studies cultures of various countries around the world and teaches map skills, imports-exports, climates, etc. Primarily for students reading on a 5.0-7.0 grade level, although interest and comprehension are such that it can be used for students functioning at a 3.0 level if they don't have to read it. Interest level is very high and it, too, is often used as a reward program at the L.D. center.

5. Checkerboard Series--high interest series based on the interests of cycling, racing, hotrods, etc. Features tape, film-strips, book series.

6. Field Trips--integrated throughout all aspects of the educational program. Students are asked to write, or verbally account for impressions of the field experience.

Games: Scan
Scrabble
Checkers
Battleships
Flash Cards
Crossword puzzles
Math square
Math tic-tac-toe
"I'm going on a picnic"
Job tasks

Games are often used in all academic areas by the L.D. center as supplementary work to the standardized educational materials. Rationale for their assignment is varied depending upon the special needs of the individual student. Primary objectives are to increase attention span, maintain interest levels and develop abstract thinking. Various non-standardized games are also used to integrate L.D. remediation therapy with academic achievement.

Thus many of the exercises designed to develop visual, auditory, or fine motor skills include the ability to read, spell, or calculate.

For example: Ball push with processing--two students hit a ball suspended from the ceiling by a string back and forth to each other with a rolling pin, while at the same time spelling a sentence out loud. This sensory loading exercise develops visual, auditory, gross and fine motor skills while simultaneously improving visual memory and spelling skills.

Included in the "game curriculum" are ones designed for both individuals and/or group effort. Thus students are encouraged to learn to work by themselves as well as with others in order to complete a task.

Students are also encouraged to "make-up" their own games in order to develop creativity and abstraction, as in the game "job tasks."

All games are observed by the L.D. staff and observations are recorded in each student's daily record. Observations include type of game played, whom student played with, whether game was completed as well as observations related to student's self-direction, and self-concept both during and after the game.

APPENDIX C

DENVER HIGH IMPACT ANTI–CRIME PROGRAM EVALUATION REPORT

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DENVER HIGH IMPACT ANTI-CRIME PROGRAM

EVALUATION REPORT

June 1, 1973-August 30, 1975

PROJECT NEW PRIDE

73-IC-0009-(10)-54

Sponsored by

Denver Manpower Administration

Funded By

Denver Anti-Crime Council
1313 Tremont Place, Suite 5
Denver, Colorado 80204

Prepared By

Stephen F. Browne
Criminal Justice Statistician
November 14, 1975

PROJECT NEW PRIDE

Introduction

Project New Pride is a post-adjudicatory juvenile project providing services to probationed youth who have at least two prior convictions in their criminal histories. Clients having been arrested for an Impact offense are referred to the project by the Denver Juvenile Court Probation Department. From the approximately 40 youth referred to the project, 20 are randomly selected. Random selection is utilized to reduce biases in selection of youth for the limited slots available, and to improve the evaluational efforts in determining the project's effectiveness in providing a variety of services to delinquent youth. Random selection occurs every four months, creating a series of cohorts which experience various intensities of services during the year-long program participation. Following selection and acceptance into the program, three months of intensive services are experienced by the client followed by approximately nine months of follow-up and supportive services. In actuality, the project works intensively with the youth for a relatively short period of the clients' program participation. Termination typically occurs after the nine month follow-up period, when, in the project's evaluation, the client has demonstrated an ability to function adequately in the community.

Services provided by the project include educational testing and remediation, disability testing and remediation, employment counseling and pre-vocational training, job development and placement, personal counseling, cultural education, recreation and client advocacy in the criminal justice system. Following intake and after completion of the intensive phase, achievement level testing occurs in order to determine appropriate services, and to evaluate changes. Although attitudinal measures have not (until recently) been used to determine attitudinal changes, be-

havioral indicants such as employment, improvement in study habits, return to school (in the case of dropouts), and the lack of delinquent behavior are used as soft measures for attitudinal changes. As stated previously, the first three months of program participation include the more intense supervision and treatment, including educational and disability remediation, employment counseling, vocational training, and job placement. Following the intensive service phase, clients evaluated as needing additional educational remediation continue to receive these services from the New Pride School which is accredited by the Denver Public School System. This option was not available to first year clients.

New Pride has received High Impact LEAA monies since June 1973, and will continue under this funding until June, 1976. To date, 121 clients have received or are receiving services, including 60 first-year clients comprising the first three cohorts of juveniles. New Pride is unique in the juvenile diversion system, presently operating with the assistance of Impact funds, in that it is contracted to service post-adjudicated youth who have demonstrated considerable past involvement in the criminal justice system and who, according to the data accumulated by the Denver Anti-Crime Council, are high risk clients with high probabilities of rearrest.

Purpose

The purpose of this evaluation is to determine the project's effectiveness in achieving its objectives and to determine, if possible, the relationship between services rendered and subsequent recidivism. Although data are not available to measure relationships between all variables (e.g., counseling, volunteer services) and project success in reducing recidivism, the more measurable services such as education and employment will be considered.

Total New Pride Population Characteristics

Table 1 describes the total New Pride client population provided services in the two years of funding. In addition, demographic and client characteristic data are shown for the separate client sub-populations provided services each year, allowing for com-

parisons in the two sub-populations.

As described by the New Pride grant proposal, 60 juveniles referred primarily from the Denver Juvenile Court Probation Department were to be accepted into the program each year. Given the number of youth with multiple offense and Impact backgrounds on probation, there has been no difficulty in meeting this operational objective in each of the two years. Creating difficulty for New Pride in the area of intake has been the frequent request from such sources as juvenile judges and Department of Institutions for the intake of youth facing incarceration and in need of alternative treatment modalities. New Pride has established a creditable reputation, it would appear, with criminal justice agencies dealing with adjudicated youth. Limitations in the project's operating size and constraints in Impact Program guidelines have limited the project's ability to facilitate the intake of youth other than those with severe Impact backgrounds referred primarily from probation officers of the Juvenile Court.

As seen in Table 1, clients in New Pride are primarily male of either Black or Spanish-surname ethnicity and, on the average, 16 years of age. Looking at the demographic data more closely, the Spanish-surname clients comprise the largest proportion of the population with almost twice the number of Chicano clients as Black clients having been accepted. Anglo youth make up only a small proportion of the population. As with the Anglos, the number of female clients is very small, less than 6%. In terms of the age distribution, most clients are between 15 and 17 years of age, with less than 20% of the clients being younger than 15 or older than 17 years of age at intake.

In comparing clients accepted during the first year with those accepted in the second year, only slight differences are seen. For example, the proportion of Spanish-surname clients is slightly higher in the second year with the proportion of Anglos being slightly smaller. Concomitantly, intake in the second year included more younger youth. In general, there were only minor differences in the two cohorts, in terms of the limited demographic data available.

Table 1

New Pride Client Characteristics

Client Characteristic	Total Population		First-Year Clients		Second-Year Clients	
	Number	Percent	Number	Percent	Number	Percent
Ethnic Group						
Black	42	34.7	21	35.0	21	34.4
Anglo	6	5.0	4	6.7	2	3.3
Spanish-Surname	73	60.3	35	58.3	38	62.3
Total	121	100.0	60	100.0	61	100.0
Sex						
Male	114	94.2	56	93.3	58	95.1
Female	7	5.8	4	6.7	3	4.9
Total	121	100.0	60	100.0	61	100.0
Age	$\bar{x}$ = 16.0		$\bar{x}$ = 16.0		$\bar{x}$ = 15.9	
14	17	14.0	7	11.7	10	16.4
15	20	16.5	9	15.0	11	18.0
16	37	30.6	23	38.3	19	31.1
17	42	34.7	20	33.3	17	27.9
18	4	3.3	0	0.0	4	6.6
Missing Data	1	.8	1	1.7	0	0.0
Total	121	100.0	60	100.0	61	100.0

In an effort to provide an adequate baseline population for project evaluation, the Denver Anti-Crime Council drafted a Juvenile Recidivism study using youth arrested for an Impact offense or auto theft as the sample frame from which clients were drawn. In all, 2,203 juveniles arrested for either of these offense types were followed-up for a two-year period. In comparing the New Pride population data with those of the DACC study (Table 2), it is seen that the selected population of New Pride is relatively over-represented with male and Spanish-surname juveniles and under-represented with Anglo clients. Similarly, there are more clients proportionally in the ages between 16 and 18 years of age in the New Pride population.

Table 3 presents additional profile data for the New Pride clients, differentiating again between total population, first-year, and second-year clients. New Pride has received accreditation from the Denver Public School System allowing clients the opportunity to experience an alternative school situation. As shown in Table 3, two-thirds of the New Pride clients were school dropouts before entering the project. The proportion of dropouts in the first year was much higher than that for the second year. As will be discussed below, New Pride is operating under the hypothesis that the juvenile in the public high school is in need of more services than are offered to the dropout because the juvenile in school is still experiencing those anxieties associated with the minority under-performer functioning within a system which uses normative levels of achievement and performance as defined by the predominantly middle-class social system. As a result, it should not be unexpected, according to New Pride, that the client still in public school shows more severe behavioral problems and delinquency when compared to the dropout. Under this hypothesis it can be postulated that the clients returning to the public school would show higher rearrest rates than those clients not returning to the public school system. This postulation will be tested below.

None of the New Pride clients had graduated from high school before entering the project; concomitantly only 20 percent had reached the eleventh grade (this does not necessarily mean the clients had passed the eleventh grade). As will be shown, despite the fact that the majority of clients were in junior high school or high school, the academic performance levels of most of these youth were well below their last assigned grades in the public schools. Testing data administered shortly after intake into New Pride will be used to determine the disparity between achievement (performance) level and the assigned grade in school.

Table 2

New Pride and DACC Arrestee Baseline Group Data

Client Characteristics	Project New Pride		DACC Baseline	
	Number	Percent	Number	Percent
Sex				
Male	114	94.2	1,856	84.2
Female	7	5.8	347	15.8
Total	121	100.0	2,203	100.0
Ethnic Group				
Black	42	34.7	652	29.6
Anglo	6	5.0	749	34.0
Spanish-surname	73	60.3	778	35.3
Other	0	0.0	24	1.0
Total	121	100.0	2,203	100.0
Age				
13 or less	0	0.0	632	29.0
14	17	14.0	391	17.7
15	20	16.5	444	20.2
16	37	30.6	348	15.8
17	42	34.7	356	16.2
18	4	3.3	21	1.0
Other	1	.8	5	.2
Total	121	100.0	2,203	100.0

Experience gained in providing services to clients resulted in the implementation of a more systematic testing service to new clients. The systematic application of tests occurred in the areas of academic performance and learning disabilities. As a caveat to this, a number of clients from the first year were not administered pretests in either the academic or learning disability areas. This, unfortunately, places limits on the use of first-year data in describing changes occurring within the New Pride client population.

Table 3

Background Characteristics for New Pride Clients

Client Characteristics	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
School Drop-Out?						
Yes	44	73.3	36	59.0	80	66.1
No	15	25.0	24	39.3	39	32.2
Missing Data	1	1.7	1	1.6	2	1.7
Total	60	100.0	61	100.0	121	100.0
Last Grade Attended Prior to Project						
Seventh	1	1.7	4	6.6	5	4.1
Eighth	1	1.7	11	18.0	12	9.9
Ninth	14	23.3	14	23.0	28	23.1
Tenth	24	40.0	21	34.4	45	37.2
Eleventh	15	25.0	9	14.8	24	19.8
Other	4	6.7	1	1.6	5	4.1
Missing Data	1	1.7	1	1.6	2	1.7
Total	60	100.0	61	100.0	121	100.0

In an effort to measure the existence of learning disabilities (an area of concern which also developed over time), specific client data were collected. Table 4 indicates the proportion of clients showing one or two disabilities and the type of disability found in the client. For the total population, 78 percent were found to have at least one disability of some kind.

Table 4

Learning Disabilities Discovered in New Pride Client Population

	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
First Tested Disability						
Auditory Discrimination	20	33.3	26	42.6	46	38.0
Auditory Memory	2	3.3	13	21.3	15	12.4
Visual Memory	3	5.0	12	19.7	15	12.4
Visualization	9	15.0	1	1.6	10	8.3
Time and Space Relationship	0	0.0	4	6.6	4	3.3
Other	4	6.7	0	0.0	4	3.3
Not Tested/None	22	36.7	5	8.2	27	22.3
Total	60	100.0	61	100.0	121	100.0
Second Tested Disability						
Auditory Memory	5	8.3	16	26.2	21	17.4
Visual Memory	12	20.0	11	18.0	23	19.0
Visualization	4	6.7	4	6.6	8	6.6
Association	2	3.3	8	13.1	10	8.3
Speech	5	8.3	3	4.9	8	6.6
Visual Motor	2	3.3	2	3.3	4	3.3
Self-Concept Orientation	0	0.0	4	6.6	4	3.3
Other	3	5.0	5	8.2	8	6.6
Not Tested/None	27	45.0	8	13.1	35	28.9
Total	60	100.0	61	100.0	121	100.0

Again, it should be emphasized that the proportion (15 percent) of untested clients may tend to understate the existence of disabilities within the New Pride client. Emphasizing this fact is the larger proportion (92 percent) of second year clients having at least one disability. Among the clients tested, auditory discrimination was the disability found in almost two-thirds of the clients, with auditory and visual memory deficiencies occurring in approximately 25 percent of the remaining clients.

As was expected, multiple deficiencies were found in a large proportion of clients, with 71 percent of the youth showing at least two deficiencies. Where additional disability existed, auditory and visual memory were discovered to be the most prevalent deficiencies. In addition, where clients were found to have multiple disabilities, the range within the second disability was found to be greater than that found in the first deficiency (see Table 4).

Following completion of the intensive phase of services, clients received less intense supportive service for approximately nine months or until termination occurred. As shown in Table 5, 41 percent of the clients elected to return to school following the three month intensive phase. First year clients returned to school more frequently than second year clients. However, in the second year of funding, clients were given the option of remaining in the New Pride school after the intensive phase of services had been completed. Thus, an alternative school accredited by the Denver Public School system was established which continued remedial education services to youth who previously would have returned to the public schools. Therefore, the difference in proportions of clients indicated as having returned to school merely reflects those clients having returned to the Denver Public School system. As shown by the second year client data, fewer clients returned to public school and fewer were indicated as not returning to school at all, which can be accounted for by the establishment of the New Pride alternative school.

Concomitant to the option of returning to school was the option of taking employment. These options were not mutually exclusive. Slightly more than two-thirds of the total client population either began working following the remediation period or while they were involved in the intensive phase. Employment here refers to both full-time and part-time employment. Of significance is the fact that first year clients were more likely to start

Table 5

School and Employment Statuses for New Pride Client Population

Client Characteristic	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
Client Return to School After New Pride?						
Yes	33	55.0	17	27.9	50	41.3
No	21	35.0	11	18.0	32	26.4
Still in Project	4	6.7	27	44.3	31	25.6
Missing Data	2	3.3	6	9.8	8	6.6
Total	60	100.0	61	100.0	121	100.0
Client Start Working After New Pride Remedial Education?						
Yes	51	85.0	17	27.9	68	56.2
No	4	6.7	18	29.5	22	18.2
During Remedial Ed.	3	5.0	10	16.4	13	10.7
Still in Project	0	0.0	14	23.0	14	11.6
Missing Data	2	3.3	2	3.3	4	3.3
Total	60	100.0	61	100.0	121	100.0

working than were the second year clients. Accounting for this increase in the proportion of second year clients not becoming employed could be the unstable employment situation in Denver. With the general increase in unemployment, the functions of job development and placement have become more difficult to accomplish. Youth projects providing employment service in Denver have been greatly hindered in their placement efforts.

In preparation of the DACC Juvenile Recidivism Study, a multiple regression analysis was conducted to determine whether knowledge of a number of variables improved the predictability of recidivism. Of the variables loaded into the equation, none of which accounted for large amounts of the variances, the number of court referrals, prior arrests and prior Impact arrests had the largest Beta weights indicating their relatively higher influence in predicting rearrests. Table 6 presents the number of prior arrests for Impact offenses, number of prior offenses as well as the number of convictions (as an indicant of court referrals) for Impact offenses and for any offense. Clearly, none of the New Pride clients are strangers to the criminal justice system, all demonstrating multiple prior arrests and in general multiple prior convictions. All but 32 (26.4 percent) of the clients had at least two prior Impact arrests, while all but 17 (14 percent) had at least one conviction for an Impact offense. In terms of prior arrests for any offense, all but six (five percent) clients had at least three prior arrests, and all but 10 (8.2 percent) had two or more convictions for any offense. The number of cases in which the convictions were for status offenses is unknown. Given the questionable appropriateness of status offenses, convictions for such offenses should be eliminated from the juvenile's arrest history. Similarly, the number of clients incarcerated as a result of any of the convictions is unknown.

Finally, consideration of the proportion of clients terminated can be given. Clearly, New Pride demonstrates a high rate of successful terminations (see Table 7). Clients indicated as still in New Pride are due to terminate shortly, which would increase the proportion of successfully terminated clients to above 90 percent. The number of clients unsuccessfully terminated is very small. New Pride appears to have been successful in reducing the proportion of unsuccessful terminations as seen in the proportion of unsuccessfully terminated clients in the second year. Given the high risk, academically weak population predominated by clients well known to the criminal justice system and who know the criminal

Table 6

Criminal Histories for the New Pride Client Population

Client Characteristic	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
Number of Prior Impact Arrests						
One	16	26.7	16	26.2	32	26.4
Two	17	22.3	15	24.6	32	26.4
Three	10	16.7	10	16.4	20	16.5
Four	6	10.0	3	4.9	9	7.4
Five	5	8.3	6	9.8	11	9.1
Six or more	0	0.0	4	6.7	4	3.4
Missing data	6	10.0	7	11.5	13	10.7
Total	60	100.0	61	100.0	121	100.0
Number of Prior Arrests for Any Offense						
Two	0	0.0	6	9.8	6	5.0
Three	11	18.3	6	9.8	17	14.0
Four	9	15.0	10	16.4	19	15.7
Five	6	10.0	11	18.0	17	14.0
Six	7	11.7	9	14.8	16	13.2
Seven	7	11.7	3	4.9	10	8.3
Eight	8	13.3	2	3.3	10	8.3
Nine	3	5.0	2	3.3	5	4.1
Ten or more	8	13.3	11	18.0	19	15.7
Missing Data	1	1.7	1	1.6	2	1.7
Total	60	100.0	61	100.0	121	100.0
Number of Prior Impact Convictions						
None	8	13.1	9	14.8	17	14.0
One	17	28.3	17	27.4	34	28.1
Two	15	25.0	18	29.5	33	27.3
Three	11	18.3	10	16.4	21	17.4
Four or More	9	15.0	7	11.5	16	13.3
Total	60	100.0	61	100.0	121	100.0

Table 6

Criminal Histories for the New Pride Client Population
(continued)

Client Characteristic	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
Number of Prior Convictions for Any Offense						
None	3	5.0	2	3.3	5	4.1
One	2	3.3	3	4.9	5	4.1
Two	1	1.7	11	18.0	12	9.9
Three	12	20.0	11	18.0	23	19.0
Four	7	11.7	8	13.1	15	12.4
Five	10	16.7	8	13.1	18	14.9
Six	6	10.0	8	13.1	14	11.6
Seven	8	13.3	4	6.6	12	9.9
Eight or more	11	18.4	6	9.8	17	14.0
Total	60	100.0	61	100.0	121	100.0

justice system well, the project has demonstrated a considerably high retention rate among its clients. Only 2.5 percent (3) of the clients were unsuccessfully terminated after the intensive phase of the program.

Table 7

Termination Status for New Pride Client Population

Termination	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
Successful	52	86.7	16	26.2	68	56.2
Unsuccessful during intensive phase	4	6.7	1	1.6	5	4.1
Unsuccessful after intensive phase	2	3.3	1	1.6	3	2.5
Still in project	2	3.3	42	68.9	44	36.4
Missing data	0	0.0	1	1.6	1	0.8
Total	60	100.0	61	100.0	121	100.0

Program Evaluation

The array of services available to juveniles is defined within four general categories including counseling, education, employment, and cultural education. Operating as an umbrella across each service is a well-defined volunteer program incorporating lay and professional individuals. In evaluating the program's performance, the primary consideration, in an organizational sense, is the assessment of frequencies and rates indicating services and changes in client behavior. However, of co-equal importance in the evaluation is the determination of relationships between services and changes in behavior, including employment, improvement in academic performance and recidivism, to mention a few. Data collection has been a nemesis for New Pride. Given the broad range of services available through New Pride, data have not always been available or not measurable for all the variables. The latter condition now limits a thorough evaluation of New Pride. Data elements measuring counseling, recreation services, cultural

education, and volunteer services are not available in a usable form to assess their impact or lack of impact on behavioral changes. Data elements measuring employment, educational and deviant behavior are available, however.

Educational Services

All clients entering New Pride, in addition to counseling and cultural education services, attend the New Pride school. Testing services now include administration of the Wide Range Achievement Test (WRAT) systematically to clients entering the program and following the three-month intensive phase. More than 60 percent (38) of the first-year clients were provided educational services without the administration of a pre-test. Similarly, 50 percent of the second-year clients who have been administered the achievement post-test had these test scores missing. Thus, 57 percent of the total population cannot be considered in evaluating the effect of the educational services. Despite the limitations entered into any consideration of the test data by the missing data, there is value in viewing those clients for whom pre- and post-tests are available. Because of the missing data (and associated biases) Table 8 is presented as descriptive data of changes which have occurred in those clients for whom both pre- and post-test achievement scores were available.

Table 8 presents reading, mathematics and spelling pre- and post-tests as a function of the disparity between the last school grade attended before New Pride and the achievement levels indicated through the WRAT test. As shown by the scores, at least 75 percent of the clients pre-tested were at least four grades below their last assigned grade in school in each achievement level. The mean grade level tested was between 4.65 and 4.96 grades on the reading, math and spelling pre-tests. Following three months of educational remediation, a decrease in the grade/tested level disparity was observed. In general, the proportion of clients at least four grades below their last assigned grade had decreased to approximately 25 percent. Concomitantly, the proportions of clients tested with no disparity or higher tested grades than the school grade increased. Finally, the proportions of clients tested at one or two grades below the last assigned grade increased. While there were achievement increases in most clients (as will be shown in Table 9), the data in Table 8 do indicate decided deficiencies in performance in each achievement level for a large

proportion of the clients; 70 percent still perform three grades or more below their last assigned grades. However, of importance is the observed educational increases in a population, two-thirds of whom had dropped out of school, and the fact that these increases occurred after only three months of remediation.

Table 8

Degree of Difference for Grade Last Attended (Before New Pride) and Achievement Test Scores

	Pre-Test Scores			Post-Test Scores		
	Reading	Math	Spelling	Reading	Math	Spelling
	$\bar{x}$=4.65	$\bar{x}$=4.96	$\bar{x}$=4.77	$\bar{x}$=6.05	$\bar{x}$=6.62	$\bar{x}$=5.85
Higher than last grade	3 (2.6)	1 (.8)	3 (2.6)	4 (7.8)	5 (9.8)	2 (3.9)
No diff.	3 (2.6)	2 (1.7)	4 (3.5)	3 (5.9)	4 (7.8)	5 (9.8)
1	2 (1.8)	1 (.8)	3 (2.6)	3 (5.9)	1 (2.0)	3 (5.9)
2	3 (2.6)	1 (.8)	5 (4.4)	5 (9.8)	3 (5.9)	2 (3.9)
3	11 (9.7)	10 (8.7)	8 (7.0)	11 (21.6)	9 (17.7)	7 (13.7)
4	18 (15.9)	25 (21.7)	13 (11.4)	4 (7.8)	8 (15.7)	9 (17.7)
5	17 (14.9)	34 (29.6)	21 (18.4)	5 (9.8)	12 (23.5)	7 (13.7)
6+	57 (50.0)	41 (35.7)	57 (50.0)	16 (31.4)	9 (17.7)	16 (31.4)
Total	114 (100%)	115 (100%)	114 (100%)	51 (100%)	51 (100%)	51 (100%)

Table 9 presents the absolute changes registered by clients given the pre- and post-tests. As would be expected, marked changes did not occur in most pre- and post-tested clients. The model increase was between 1.1 and 1.9 grades for reading and spelling and between 0.1 and 0.9 grades for math. Mean changes for the three achievement areas were 1.24, 1.45, and 1.11 grades for reading, math and spelling respectively. Interestingly, there was a larger proportion of clients (11.5 percent) who demonstrated increases of four or more grades in math. Concomitant increases were not observed in reading or spelling. Similarly, the proportion of clients demonstrating a decrease in achievement level scores was greater for math than for either reading or spelling. What accounts for the observed decreases in scores is unknown. As has been demonstrated with such tests as administered by Educational Testing Services for college entrance, graduate school admission, etc., emotional or psychological factors very well could have entered the equation in either the pre- or post-tests.

In summary all clients received educational services during the three-month intensive phase. Educational remediation continued for 25.6 percent of the clients in the New Pride School, and 41.3 percent in a school other than New Pride. Of the total population, only 26.4 percent did not continue in an education after the remedial education from New Pride. Note should be made that although the majority of clients returned to school, data are not available indicating to what extent these clients returned for any length of time. Again, these types of data should be collected to facilitate future evaluations.

Employment Services

Employment services provided by New Pride include pre-vocational training (how to fill out employment applications, how to respond in an interview situation, etc.), job development and job placement. Follow-up services take place following placement as a means of intervening in problem situations, providing support to the new employee, and obtaining feedback from employers.

As with all employment services generally, the current economic situation has hampered job development and placement. Table 10 shows placement data for the entire population. Placement here is for the first placement only. Subsequent placements will be described below.

Table 9

Changes in Achievement Performance For New Pride Clients*

(N=52)

	Reading		Math		Spelling	
	Number	Percent	Number	Percent	Number	Percent
Decrease/ Measured Scores	4	7.7	10	19.2	5	9.6
No Change	3	5.8	2	3.8	6	11.5
.1-.9 Grades	13	25.0	15	28.8	12	23.1
1.0-1.9 Grades	19	36.5	9	17.3	19	36.5
2.0-2.9 Grades	12	23.1	9	17.3	6	11.5
3.0-3.9 Grades	1	1.9	1	1.9	3	5.8
4.0-4.9 Grades	0	0.0	2	3.8	1	1.9
5.0+ Grades	0	0.0	4	7.7	0	0.0
Total	52 $\bar{x}$=1.24	100.0	52 $\bar{x}$=1.45	100.0	52 $\bar{x}$=1.11	100.0

* Clients for whom there were missing pre- or post-test scores (69) were eliminated from the calculation

Table 10

Type of Employment for the First Placement
By Year and Total Population

Employment	1st Year Clients		2nd Year Clients		Total Population	
	Number	Percent	Number	Percent	Number	Percent
Full-time	7	11.7	0	0.0	7	5.8
Part-time	48	80.0	29	47.5	77	63.6
Not Employed	5	8.3	28	45.8	33	27.3
Missing Data	0	0.0	4	6.0	4	3.3
Total	60	100.0	61	100.0	121	100.0

The data in Table 10 indicate that approximately 70% of the clients have been placed by the project; the overwhelming majority of these clients have been placed in part-time as opposed to full-time positions. Indicative of the difficulty in placing clients during the recent economic squeeze are the data reported for first year as opposed to second year clients, in which the proportion of clients never employed is much larger for the second year than for first year clients. Concomitantly, there were no second year clients placed in full-time positions, unlike the full-time placement occurring for first year clients. For the second year clients, as many youth were never employed as were placed in part-time positions.

Duration of placement for the first placement was generally less than two months as indicated in Table 11. For the entire population, only 3.3% of the clients were employed for 90 or more days. Comparison of the first and second year clients is limited by the

large proportion (45.9%) of second year clients never employed. However, proportionally (excluding clients never employed from both groups) there were more clients employed for two months or more in the second year than in the first. No programmatic significance should be drawn from this; the observation is merely descriptive. As shown in Table 11, 54.6% of the total population were either not employed or employed for less than 30 days in the first employment position.

Table 11

Duration of Employment for New Pride
Clients Placed in the First Employment Position

Duration	First Year		Second Year		Total Pop.	
	#	%	#	%	#	%
Never Employed	5	8.3	28	45.9	33	27.3
1-29 Days	24	40.0	9	14.8	33	27.3
30-60 Days	20	33.3	4	6.6	24	19.8
60-90 Days	8	13.3	8	13.1	16	13.2
91 Days or More	3	5.0	1	1.6	4	3.3
Missing Data	0	0.0	11	18.0	11	9.1
Total	60	100.0	61	100.0	121	100.0

Data were available showing employment for as many as three client placements. Given the data in Table 11, it would be hypothesized that client employment duration over three employment positions would be skewed toward the longer periods. Table 12 presents the accumulative frequencies for the first three employment positions. The data do indicate that for more than half of the placed clients employment duration was far longer than 60 days. This would indicate that clients do not demonstrate considerable

employment turnover after short periods. Only 12.4% of the population (19.5% of the placed clients) show a total employment time of less than one month.

Table 12

Total Time Employed While In New Pride

Time Employed	1st Year Clients		2nd Year Clients		Total Population	
	Number	Percent	Number	Percent	Number	Percent
1-30 Days	9	15.0	6	9.8	15	12.4
31-60 Days	14	23.3	5	8.2	19	15.7
61-90 Days	14	23.3	5	8.2	19	15.7
91+ Days	18	30.0	6	9.8	24	19.8
Never Empl.	5	8.3	28	45.9	33	27.3
Missing Data	0	0.0	11	18.0	11	9.1
Total	60	100.0	61	100.0	121	100.0

In summary, the New Pride staff placed approximately 70% of the clients in either full-time or part-time positions. Given that New Pride clients have poor educational backgrounds, generally have at least one learning disability and long criminal histories, besides being minority youth, the placement rate is very high. The client demographic characteristics coupled with the poor economic condition presently being experienced would appear to argue against high placement rates. While this is true for full-time placement and for second year clients in general, overall, there appears to have been excellent and successful job development efforts made to secure employment for clients.

Recidivism

The 121 New Pride clients were admitted into the project (in six cohorts) every four months. For the first three groups, termination occurred after approximately one year. Six clients in the first year group and two in the second year were unsuccessfully terminated before one year of program participation. The at risk period for the first year clients is one year. For the second year the at risk is slightly less than one year. In terms of the at risk period, the differences in recidivism probability occurring as a result of the slightly shorter at risk period for the second year clients are minimal. For this reason, the at risk periods for both the first and second year clients is taken to be one year.

As shown in Table 13, the project demonstrates a 50 percent rearrest rate for a one-year period. This rate includes eleven status offenses which, given the seriousness of the prior offenses committed by the New Pride population, over-represent the recidivism rate when included in the rearrest rates. Thus, it can be argued that New Pride clients have recidivated at a 41.3 percent rate for offenses more serious than the status offense. This argument is presented as a philosophical point only, in that the DACC baseline with which the New Pride recidivism rate will be compared includes status offenses. Therefore, when recidivism reduction comparisons occur they will include the status offenses committed by New Pride clients.

As seen in Table 13, 16.5 percent of the clients (32.8 of the rearrested clients) were charged with Impact offenses (robbery, assault and burglary). Concomitantly, 65.6 percent of the clients were rearrested for Class I offenses (robbery, assault, burglary, auto theft, and larceny). The single largest proportion of rearrests was for larceny, followed closely by arrests for status offenses. Looking at the Impact offenses, burglary occurred most frequently, only slightly more often than assault. It should be emphasized, the offenses shown are first rearrests occurring before termination from the project. This convention is used for all recidivism discussions except the last which deals with rearrests following termination.

Table 14 presents descriptive statistics as a means of defining the rearrested sub-population. Rearrests have been collapsed into rearrested/not rearrested for both first and second year clients.

Table 13

Frequency of Rearrests for First Offenses by New Pride Clients

Offense	Number	% of Client Pop. (N=121)	% of Rearrested Clients (N=61)
Robbery	5	4.1	8.2
Assault	7	5.8	11.5
Burglary	8	6.6	13.1
Subtotal	20	16.5	32.8
Auto Theft	7	5.8	11.5
Larceny	13	10.7	21.3
Subtotal	40	33.0	65.6
Drugs	2	1.7	3.3
Status (CHINS)	11	9.1	18.0
Other	8	6.6	13.1
None	60	49.6	-
TOTAL	121	100.00	100.0

Demographically, the only variable crosstabulated with recidivism is ethnic group. The rationale for this is grounded in the data presented in the DACC baseline regression analysis which indicated only ethnicity and sex contributed any sizable variances. As shown in Table 1, sex is not a variable for the New Pride population in that the proportion of female clients is quite small.

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Table 14

Client Characteristics by Client Rearrest

	First Year (N=60) Ethnic Group			Second Year (N=61) Ethnic Group		
	Black	Anglo	Sp/Am.	Black	Anglo	Sp/Am.
Rearrest While In Program	9(42.9%)	3(75.1%)	18(51.4%)	11(52.4%)	0(0.0%)	20(52.6%)
No Rearrest While In Program	12(57.1%)	1(25.0%)	17(43.6%)	10(47.6%)	2(100%)	18(47.7%)
Total	21(100%)	4(100%)	35(100%)	21(100%)	2(100%)	38(100%)

	First Year (N=58)* School Dropout?		Second Year (N=60)* School Dropout?	
	Yes	No	Yes	No
Rearrest While In Program	22(51.2%)	8(53.3%)	14(38.9%)	17(70.8%)
No Rearrest While In Program	21(48.8%)	7(46.7%)	22(61.1%)	7(29.2%)
Total	43(100%)	15(100%)	36(100%)	24(100%)

* Three cases contained missing data.

	First Year (N=57)* Client Return to School			Second Year (N=55)* Client Return to School?		
	Yes	No	In Project	Yes	No	In Project
Rearrest While In Program	18(56.3%)	11(52.4%)	1(25.0%)	10(58.8%)	5(45.5%)	12(44.4%)
No Rearrest While In Program	14(43.7%)	10(47.6%)	3(75.0%)	7(41.2%)	6(54.5%)	15(55.6%)
Total	32(100%)	21(100%)	4(100%)	17(100%)	11(100%)	27(100%)

* Eight cases contained missing data.

	Client Start Working?			Client Start Working?		
	Yes	No	In Project	Yes	No	In Project
Rearrest While In Program	28(56.0%)	1(25.0%)	0(0.0%)	11(64.7%)	10(55.6%)	5(35.7%)
No Rearrest While In Program	22(44.0%)	3(75.0%)	0(0.0%)	6(35.3%)	8(44.4%)	9(64.3%)
Total	50(100%)	4(100%)	0(100%)	17(100%)	18(100%)	14(100%)

The rearrest rates shown in the DACC baseline indicate the highest recidivism rates were shown by Spanish-surnamed youth followed by the rates for Black youth. The rearrest proportions indicated in Table 14, generally reflect the same finding. The first year Spanish-surnamed clients recidivated at a higher rate than the Black clients and nearly the same rate as the Spanish-surnamed second year clients. With the Black clients, the second year rates were higher than the first year rates and equal to those of the second year Spanish-surnamed clients. Anglos are excluded from the discussion because of the small cell size. For the total population, the differences in proportions in the ethnicity and recidivism relationship are due to the differences manifested in the first year clients; the second year clients are equal in rearrest proportions for both ethnic groups.

As shown in Table 14, school drop-outs recidivated at lower rates than the non-school drop-outs. This is particularly true for the second year clients who demonstrated a lower rate of school drop-outs than was observed in the first year client sub-group. As has been mentioned, New Pride has postulated that clients who have not dropped out of the public school experience greater dissonance in an academic situation in that they still maintain the legitimacy of the schools with their emphasis on achievement, and thus continue to experience anxiety as a result of underachievement in school. There is ample theoretical support for this hypothesis as is exampled by Merton's Strain or Anomie Theory; Opportunity Theory, etc. New Pride clients demonstrate and are cognizant of continued underachievement despite improvements in their achievement performance levels and, thus, still experience frustration.

Specifying this relationship to a greater degree are the differences in rearrests shown in Table 14 for clients returning to public school and those either not returning to school or remaining in the New Pride school. Clearly, clients not returning to school or remaining in the New Pride school recidivate at lower rates. In the New Pride school, evaluative difficulties originating in the high rewards for achievement and the status differences associated between those who can and those who cannot perform do not exist. All clients are underachievers and the New Pride school does not utilize grade or any other status differentiations to stratify students. Therefore, the lower recidivism rates demonstrated by the New Pride school may be associated with the lower emphasis on academic differentiations as well as with increased client performance in the classrooms of New Pride.

As shown in Table 15, for both first and second year clients, rearrests were more likely to occur when the youth was not employed. For the first year clients rearrested, more than half the rearrests occurred when the client was not working. The proportion for second year clients who were rearrested when not employed is very much greater (92.6 percent). Looking at the total rearrested clients, there were almost three times as many clients rearrested while not employed (73.2 percent) as there were rearrested while employed (26.8 percent). This finding is highly supportive of the theory advocating employment as a means of reducing recidivism. This finding, also, is particularly interesting considering second year clients were placed in typically part-time positions. It is suggested, therefore, that this relationship between employment and recidivism may be associated with other factors such as academic remediation, disability remediation, and perhaps greater staff attention. Unfortunately, data are not available showing client contact and duration of each contact. These data would have permitted testing of the above hypothesis. An analysis of covariance would be in order, but, unfortunately, variables measuring differential staff contact and sufficient cases are unavailable to facilitate this type of analysis.

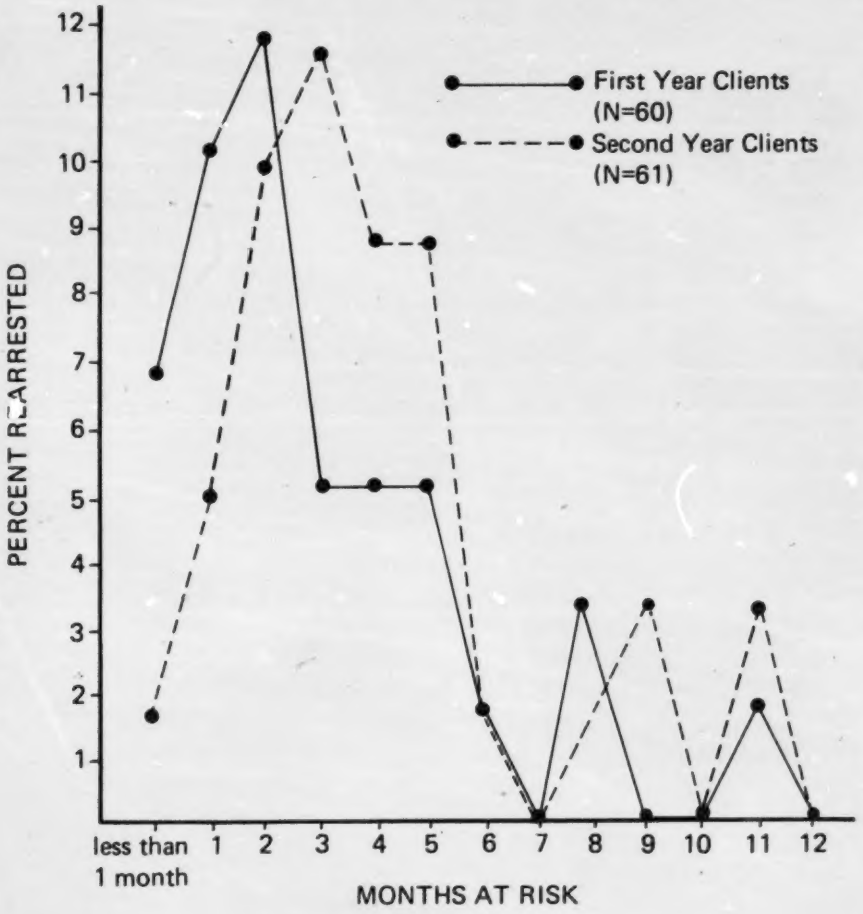
Table 15

Relationship Between Rearrest and Client Employment

	Client Employed When Rearrested?		
	Yes	No	Total
First Year Clients	13 (44.8%)	16 (55.2%)	29 (100.0%)
Second Year Clients	2 (7.4%)	25 (92.6%)	27 (100.0%)
Total	15 (26.8%)	41 (73.2%)	56 (100.0%)

In continuing the recidivism evaluation, Figure 1 is presented indicating the relationship between the proportion of clients rearrested for all offenses and time (rearrest data for Impact offenses will be discussed below). In this figure, clients rearrested for the first time during a one year at risk period are presented as a function of the first and second year client population.

FIGURE 1: First and Second Year Clients Rearrest Distribution Over Time (One Year Rearrest Rates)



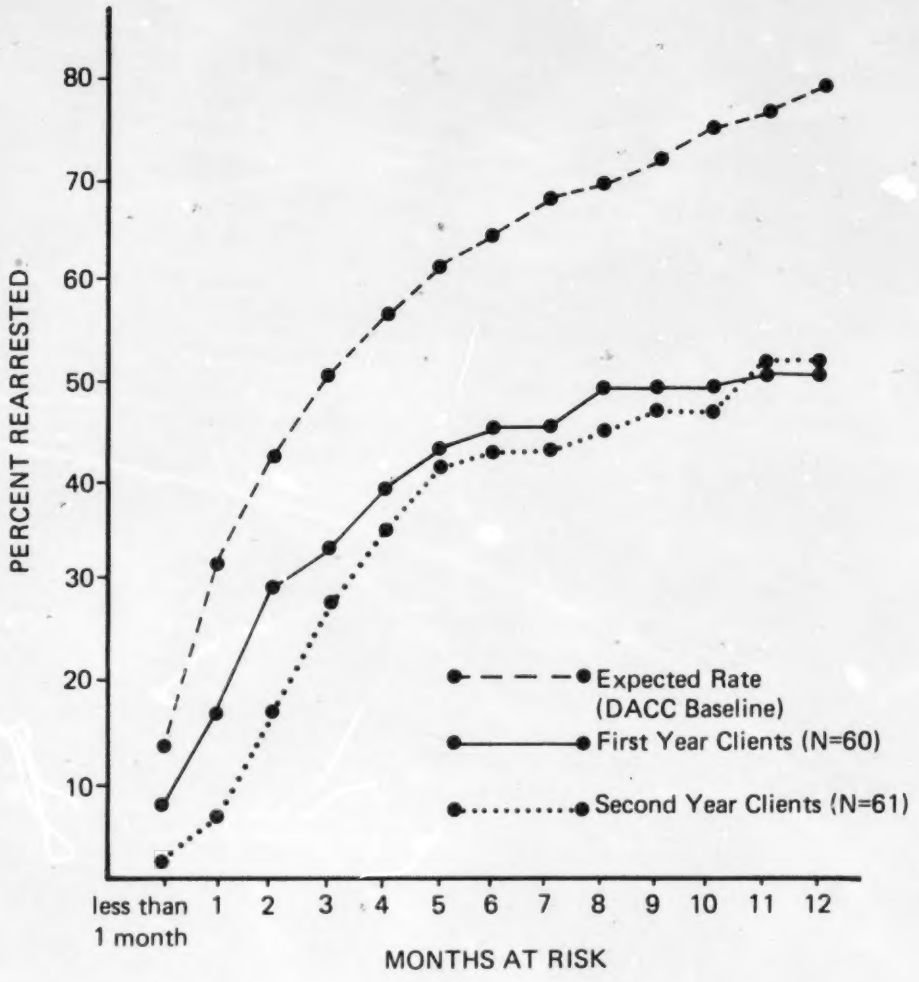
The relationship between the proportion of clients rearrested and time found in the DACC baseline study showed higher probabilities of rearrest during the first months following arrest, followed by subsequent decreases in probabilities. That is, youth faced decreasing statistical probabilities of being rearrested over time. This relationship is mirrored by the curves in Figure 1. The proportions of clients rearrested for both first and second year clients are presented. Several interesting observations can be made from the figure. While the first year clients were rearrested at higher rates than the second year clients during the first three time periods, these higher rates do not maintain after three months. The second year clients appear to have taken three months to achieve the rate achieved by the first year group in two months. Following the sharp increase in proportions rearrested, there is a sharp decline (one which occurs after two months for the first year clients and three for the second year clients) which initiates steady declines in both populations. It appears that the two populations recidivated at different rates over time. The general pattern of rearrests is the same for both groups with the second group lagging behind the first by one month for the first seven months at risk.

Again, looking at Figure 1, question can be given as to the effect associated with the reduction in treatment following completion of the intensive phase. With the absence of sudden increases in rearrest rates following three months of at risk period, there is empirical support for the observation that there is no sudden shock associated with the decrease in treatment services following completion of the intensive phase.

Figure 2 is a cumulative curve representing the rearrests of first and second year clients over time at risk. Added to the relationship is the expected rearrest rates over time constructed from the DACC baseline study. It should be emphasized at this point, that the DACC baseline, utilized in all figures and discussions of recidivism, has been adjusted for ethnicity, sex, and number of prior arrests to reflect the same population (at least in terms of these three variables) as found in New Pride.

The figure indicates that over time the second year recidivism rates were lower than those shown for the first year clients, both of which were lower than the expected rearrest rates as reported by the baseline study. Given the comparability of shape

FIGURE 2: First and Second Year Group Rearrest Distribution (One Year Rearrest Rates)



of the project population and the baseline curves, there is support for the belief that New Pride is affecting clients positively in reducing their recidivism rates and that the reductions are not resulting from random fluctuations in the rearrest rates. The 12-month rates for all offenses observed for each client year of 50.1 percent and 50.8 percent, respectively, are well below the expected 78.8 percent rate for such a high risk population with one year at risk.

The observed reductions both in the second year rates over the first year, as well as between both years and the expected rates, are taken as evidence of New Pride's success in reducing recidivism. Similarly, at least over one year the project appears to be able to maintain a lasting effect in that while the two client groups demonstrate decreasing rearrest rates over time as does the baseline curve, it is evident that both client curves decrease at faster rates.

Figure 3 presents the rearrest rate for all offenses for the total New Pride population as cumulative frequencies over time. These data comprise a composite for the first and second year data presented in Figure 2. Again, it can be argued the lower rearrest rates over time are substantially due to the project's influence with the increasing differences in the two curves offering support for the lasting effect resulting from client services. The data are the most encouraging in evaluating the project's yearly performance for the last two years.

The observed 28.4 percent difference resulting between the baseline and observed rearrest rates is significant at the 0.01 level.[1] The 28.4 percent difference, however, represents the differences between the baseline and New Pride recidivism rates and not the actual recidivism reduction. As defined by the baseline, 78.8 percent of the New Pride clients would be expected to recidivate with one year at risk; this represents 95 clients. The observed proportion of recidivists is 50 percent, or 61 clients. In computing the actual reduction over the expected proportion, a reduction of 35.8 percent is observed. Thus, the project came within four percentage points of achieving its objective of a 40 percent reduction in rearrests for any offense.

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[1] The test for significance used was the t-test (pooled) adjusted for continuity using the Yates correction.

FIGURE 3: Rearrest Distribution for Total Population (One Year at Risk)

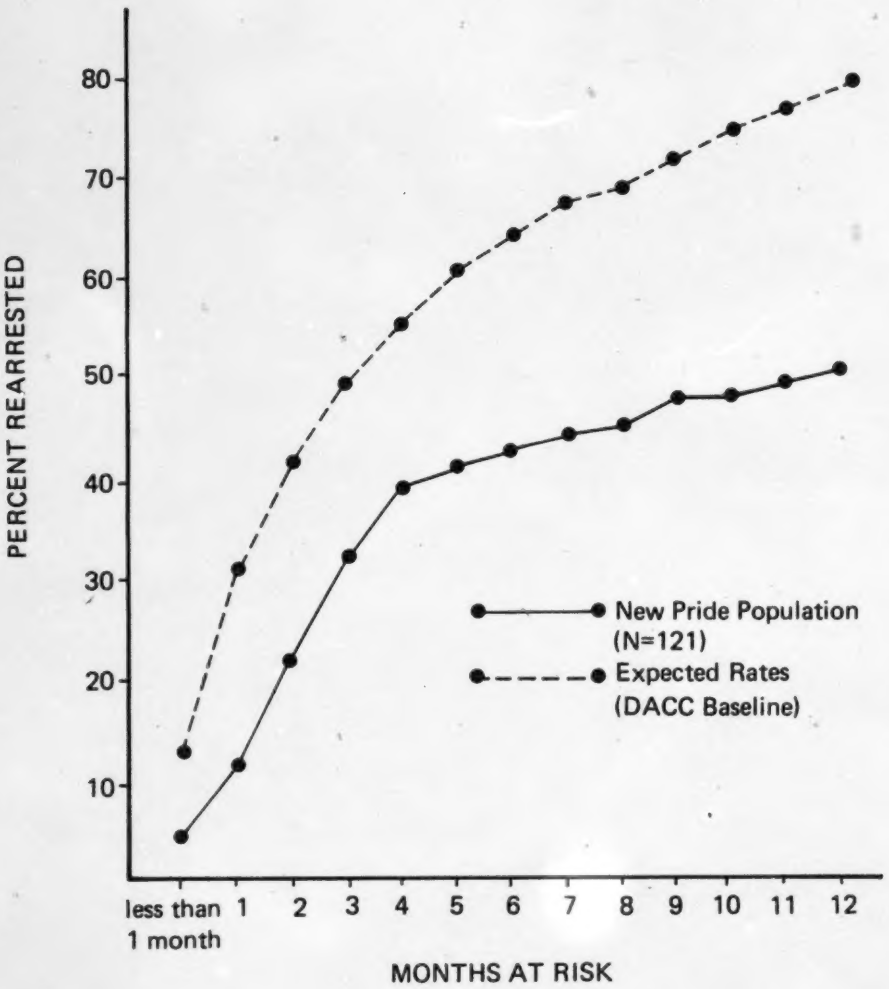
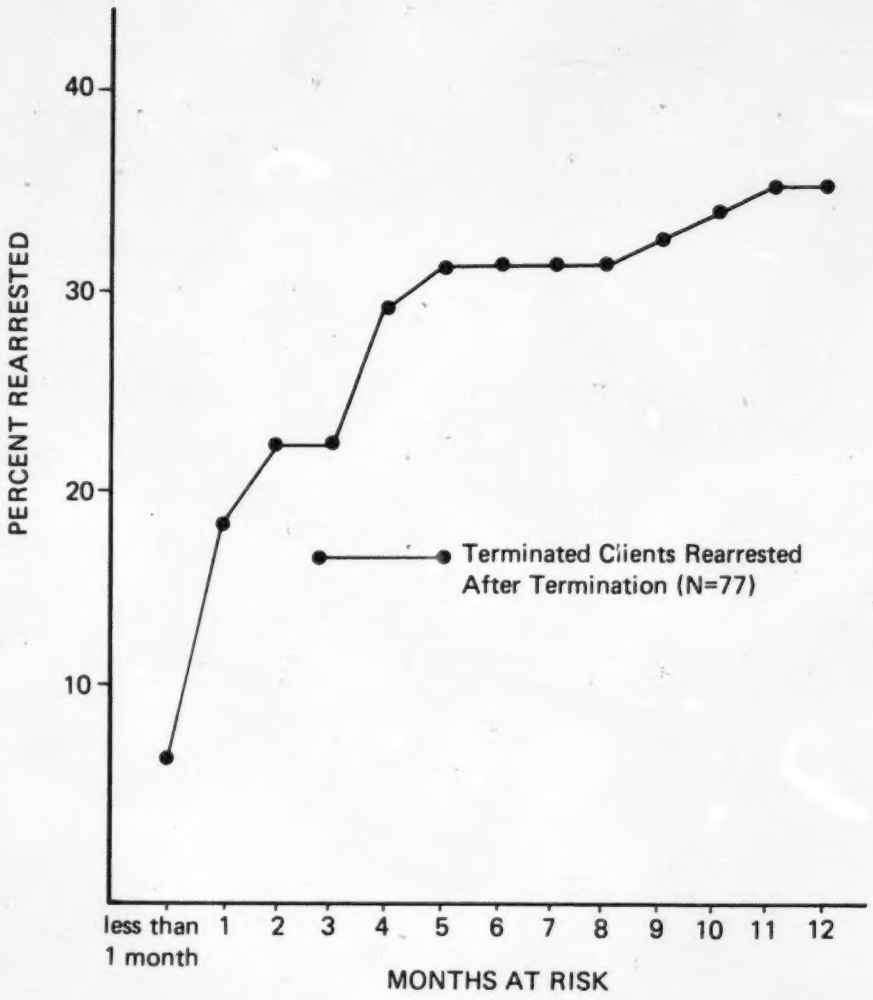


FIGURE 4: Terminated Clients Rearrested After Termination (Rearrests Not Necessarily First Arrests)



Summary

The proposed rate of client intake and treatment for New Pride was 60 clients per year. New Pride has had no difficulty in achieving this objective and, as stated previously, pressures have been experienced by the project to accept additional youth who face incarceration. Clients accepted into the program were predominantly minority male youth having had considerable prior experience in the criminal justice system. At intake, the majority of youth performed more than three grades below their last assigned grade in school. Nearly two-thirds were school drop-outs.

Educational services provided clients during the intensive phase of program participation resulted in an average of 1.2 to 1.4 grade increases in mathematics, reading and spelling achievement. Following completion of the intensive phase, most clients returned to the public school or remained in the New Pride school. While educational increases were observed in all but a few clients, the increases still left the majority of clients below functional achievement levels. Because of the number of missing cases, increases in the education levels should be interpreted with caution.

Despite the recent economic conditions which have hampered job development and placement generally, the employment component has demonstrated success in placing clients, albeit in part-time positions. Employment was shown to be strongly related to the lack of deviant behavior. Employed clients recidivated less often proportionally than unemployed clients, especially as shown for the second year clients.

The most encouraging findings shown in this evaluation are the reductions in recidivism for all offenses and particularly for Impact offenses which showed 35.8 percent and 66.7 percent reductions, respectively. Indicative of the project's effect on recidivism over time is the absence of a sharp increase in rearrests following termination and, to a degree, following the completion of the intensive phase. Project recidivism rates were well below the expected rates as established by the DACC baseline study. The lower rates were significant at the .01 level.

The unfortunate limitation hampering a more intensive and rigorous evaluation of Project New Pride has been the lack of data measuring variables such as volunteer services, recreational services and cultural education, disability remediation services and continued educational services. While New Pride has demonstrated reductions in recidivism for a high risk client population, data limitations have generally prevented the determination of the relationship between all project services and recidivism reductions. Thus, while the project appears to be highly effective in reducing subsequent criminal behavior, it is unclear as to which variables account for more or less of the variances in the relationship between project services and recidivism reduction.

Recommendations

New Pride has continually faced difficulties in providing sufficient data to adequately evaluate the project, although the data collection effort has improved greatly of late. It is recommended that the project implement a more systematic data collection effort which would assure the proper posting of client data. Similarly, efforts should be made to assure minimization of missing data during the data retrieval effort.

In addition, it is recommended that the project increase the range of variables measured to include longitudinal academic testing, learning disability remediation, cultural education, volunteer services and recreational data. To date, behavioral indicants have been utilized as measures for attitudinal changes. The project has attempted measurement of attitudinal changes by the Jesnes Attitudinal Scale. Such measures should be included in the array of variables collected for program participation and evaluation.

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